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# NATIONAL PARENT-TEACHER

THE P. T. A. MAGAZINE



15 Cents



OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



# Objects

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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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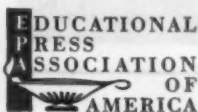
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Mrs. John E. Hayes, who, as president, represents the National Congress of Parents and Teachers on the U.S. National Commission for UNESCO, attended the meeting of the Commission held in Washington last September. This picture shows Dr. Reinhold Niebuhr addressing the delegates at one of the sessions. Ten days later Dr. Niebuhr, professor at Union Theological Seminary and noted writer, acted as spokesman for the United States delegation to the Fourth General Conference of UNESCO in Paris. In her message this month Mrs. Hayes illuminates some of the reasons why we who live in America and have concern for all children look with special hope to the success of UNESCO's world-wide program.





### FOR THIS WE ARE THANKFUL

**T**HE harvest in our nation this year is bountiful. Blest by the favor of nature and the industry of men, our fields pour forth their substance in such abundance that there is more than we can utilize or even distribute. Towering bins of wheat and corn stand as tribute to the fertility of the soil and the deftness of the growers. We greet this harvest season with humility and great thankfulness to God.

In our country free men have shared their wisdom. They have pooled their wealth and skill to provide schools, churches, parks, playgrounds, museums and libraries of science and art, halls of music and drama, that all people, young and old, rich and poor, may find new horizons from which to contemplate the beauties and wonders of earth. For this we give thanks.

Ours is a land where freedom grows, nurtured by the firm belief that all who live possess the spirit of God which, flaming in a human soul, lights unfound pathways for all mankind. For this, too, we are profoundly thankful.

We who live in America have become a part of a world-wide movement designed to safeguard the rights of men and of nations, to define their responsibilities each to the other, and to build solid foundations for harmony and peace among all peoples. We look eagerly to the chief instrument of this ideal, the United Nations—and to UNESCO, its division dealing with education, science, and culture—to provide for all men everywhere the opportunity to discuss their problems, resolve their differences, dispel their fears, and discover common concerns upon which to build divergent cultures with a common purpose: the well-being of man within his accustomed sphere of life. We of the National Congress of Parents and Teachers believe that love for a child, all children, may provide that common bond. We see in acceptance of the Declaration of Human Rights by the delegates of forty-eight member nations an acknowledgment of the basic principle of democracy—recognition of the worth of individual human life and concern for the child. For this progress toward universal brotherhood we are humbly thankful.

**B**UT the same light that brings us our dawning recognition of the worth of all mankind reveals that in many other lands—as well as in some parts of our own—men, women, and children are hungry, weary, and fearful of the days ahead. All over the world we can see waste of precious resources, human as well as economic, waste of the basic elements that supply our needs. We lament the misuse of minerals stored beneath the earth and of the growing things that adorn its surface; but more than all these we lament the useless decay of potential citizenship, the greatest treasure in the world's profusion of riches.

On this Thanksgiving Day, as we declare our gratitude for the bounty of our great country, with its comforts, luxuries, and privileges of citizenship, let us examine with care the corporate pledge we have made to the children of America and thus to the children of other lands—the pledge to enhance the growth of the citizen child toward his destiny, a free world. To fulfill this pledge we must always be aware that privilege and beneficence will not prevail for any child unless ways can be discovered to provide them for all children. Let us recognize once and for all that those who control the heritage of the nation's children control the nation's destiny.

*President, National Congress of Parents and Teachers*



HELEN  
ROSS

This is the third article in the preschool series of the "Freedom To Grow" study courses.

# Learning TO LIVE WITH People

**A** FATHER once said to me, in speaking of his twelve-year-old daughter, "I want her to be good to live with. My mother was like that. Everyone in the community loved her." And parents frequently make the same kind of appeal to teachers and camp directors and playground leaders: "Please help my child to get along well with other children." This wish belongs to the normal ambition of every parent—that the child have the social equipment our civilization demands. Not to get along with people means lack of success in business, lack of ease in society, and failure to reach the American ideal of friendliness, neighborliness, and cooperation.

Most children achieve this ideal to a degree sufficient for satisfactory adjustment. Some do not. Some probably never will under any circumstances, since they may be born of a temperament so individualistic that all the best efforts of home and school will fail. These, however, are a very small percentage.

Other children fail to get along because of what happens to them in their early years. Untoward events or unfortunate attitudes in their parents may have made them fearful or discouraged or hostile. They seem to have become afraid of never being able to please people. In this group are the timid and apathetic on the one hand, the nagging and aggressive on the other. These children, a large percentage, can be helped to a happier way of life.

## Social Behavior Is Learned Behavior

**A**ND then there is the great majority of youngsters who learn through experience to trust people and to try again if they are rebuffed, who learn gradually how to live with people and grow up to be useful, productive citizens. These are the fortunate ones.

How are the lives of these fortunate children different from the lives of those who do not know

how to get on with others in a friendly way? This is a secret we should all like to discover, so that the next generation may have fewer of those disturbances that tax the time of the psychiatrists and fill the space in our hospitals. The forerunner of such tragic conditions, according to the mental hygienists, is maladjustment in the child's early environment.

The anthropologists have shown us that every society has its own way of life and that each generation is taught how to conform. This is only another way of saying that children are not born knowing how to behave the way their parents wish; they *learn* how.

The first teacher is the mother. From her the child first learns about people. She proves to him that he will be loved and cared for; she shows him step by step how to act in the way upheld by the little society of the family and the larger society beyond. As he gains confidence in her ministrations (and this begins with the first feeding and cuddling) he learns to "get along" with her. He has the security that means freedom to grow. He does not have to use his precious energy in demanding and crying. Satisfied and safe, he can turn his interest to the world around him and behold it as a friendly place. The father, other grown-up people, brothers and sisters—these come gradually into his small orbit, which soon includes neighborhood and school. The confidence learned from his mother extends in an ever widening circle.

# WHAT do you want your child to know?

The school can teach him. What skills do you want him to have? The school can train him. What attitudes do you want him to form toward other children, toward adults, toward society and its institutions in general? That responsibility rests with you, his parents. The school and the community can carry on, or perhaps in a measure counter-act. But few will challenge the main contention of this article: Social behavior is rooted deep in the soil of the home environment.



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The child who through some unfortunate circumstances has had no such happy experiences learns to expect the people of the larger world not to be kind and generous. Nothing else is to be expected of them. Though he is still too little to think this out, he reacts to unfriendliness with timidity or attack and thus becomes hard to live with.

Often the mother has good intentions but is too busy with her own problems to give a baby all he needs. She is not willfully unfriendly to the child, but she may not know how to give enough. Frequently young mothers protest, "I do love my baby, but I am tired" or "I don't like the monotony of this daily round of baby tending." Surely a young mother does need diversion and help with her little child. If, however, she can see her baby not just as a care but as a creature of unending change and interest, she cannot be bored. She is then constantly refreshed with satisfaction in his growth, and he rewards her with his own responsiveness.

Some children are happy and easy to handle until another child is born. In any family, no matter how loving and accepting, some jealousy should be expected. The "old" baby is bound to resent the



"new" to some degree. How this is handled by the parents may determine the child's capacity to get along with others. If he is overlooked for a while in the excitement of the newcomer's arrival or if he is actually loved less (as sometimes happens), he may feel forever cheated and throughout his life be able to view his contemporaries only with hostile rivalry. The spats and petty bickerings among certain workers in an office, for instance, are constant evidence of unsolved infantile jealousies. These people have never learned to live harmoniously with others.

### How Group Harmony Grows

**C**HILDREN learn to love their brothers and sisters by following in the pathway of the parents—and first the mother. The parents are the keystone of the arch leading from child to child, and so from man to man. Experiments with groups of excessively shy children have proved that until an individual child sets up a good relationship with the leader, he will make no progress with members of the group. Once he has learned to trust the grownup, he is free to develop friendships with youngsters his own age.

An interesting inversion of this pattern is illustrated by two groups of children brought from prison camps in Central Europe to England. They had lived a communal life in the camps for a long time; their parents had disappeared. Each group acted as a pack, with its members showing allegiance only to each other.

When a number of these children arrived in a home prepared for them in England, if one child cried or showed concern, all the rest would attack the grownup who seemed to have caused the distress. They had had little or no experience of kindness from adults and so could not at once appreciate or even understand the loving care offered to them. As they became adjusted to this new goodness, they began to show dependence on a particular adult, and the significant result was that they then became jealous of each other like children in a normal family. They had to go back and relive an earlier phase in their development—a phase that had been skipped because of their unnatural experiences in the prison camps. Following this regressive behavior, they made a good adjustment to the life of the institution, where they will stay until foster homes can be found.

### The Ripening of Responsiveness

**S**OME mothers, in their ambition to have friendly children, try too early to force society on them. They give parties; they invite one or two other youngsters to come in and urge that they all play

together "nicely" (which, in practice, means giving up favorite toys). The child of two, three, or four usually responds disappointingly to this pressure. He is still too far away from the stage of sharing either his interests or his toys with others. He is still on the "receiving" side. Children learn slowly to be social beings, and enforced "manners" do not make for kindness. Indeed they may delay a child's spontaneous delight in doing something for another. (How often we cheat the little child of this discovery by telling him how to respond!)

There is a too common belief that nursery school will bring children into easy relationships with people at an early age. But this experience, too, can be premature. A shy youngster will respond with greater shyness if pressed into a group before he is ready. No little child can be regarded as ready for any group life before he is able to communicate easily with others. For some this comes at two and a half years; for the majority it will be later.

With confidence in his parents, with freedom to grow into new relationships, with the good example of a friendly family, the child learns easily to live with people. He learns also how to weather inevitable disappointments. We cannot expect to fortify our children against all the disloyalty and unkindness in the world. The first experience of a broken promise may be tragic for a little child; repeated experiences of this kind may threaten his confidence altogether. The adolescent in particular suffers under the shifting of loyalties frequent at this age. But with a base line of allegiance and faith within the family, the boy or girl usually rallies and tries again.

### Expanding the Area of Trust

**A**LTHOUGH the basic lesson of trust in people is first taught at home it must be carried on by teachers, play leaders, and all those who take up the task of teaching the child what is acceptable and what is unacceptable behavior. Their example of fairness and kindness helps to solidify the character building of the earlier years. When the family fails, these other adults become even more important. It is up to them to supply that essential relationship of loving dependence and admiration which every child must experience in order to believe in people.

It is useless to speak of world citizenship unless an individual's roots are already deep in the soil of family, school, and community. Brotherhood has to be experienced and tested while a child is growing up before the concept of wider loyalty can have full significance.

See questions, program suggestions, and references on page 36.

# FIGHTING RHEUMATIC

## Fever

CARL N. NEUPERT, M.D.

**H**AVE you noticed that when someone close to you has diabetes or undergoes some special operation, you soon hear of several others among your acquaintance who have the same trouble? Until then you had no idea that so many people suffered from the same complaint. Should a child of yours come down with rheumatic fever, you might be even more surprised to learn how many other children have it. And you would become interested in rheumatic fever as never before.

Of course, when you first realized what you were in for, the prospect would be terrifying to face, knowing that rheumatic fever causes more deaths among school children (from five to nineteen years) than does any other disease. It would not be any more reassuring to learn that heart disease is the leading cause of death among persons of all ages, taking the nation as a whole, and that in 90 per cent of all cases of heart disease among children the cause is to be found in rheumatic fever.

Rheumatic fever in a child, especially yours or mine, is a very important matter. There is not only the immediate illness, which entails loss of time from school, but there are the more serious considerations of possible damage to the child's heart and of recurrent attacks. In two out of every three cases there is some permanent involvement of the heart. This involvement varies in its seriousness, but it usually includes some swelling and infection of one or more of the heart valves. The process of healing leaves scars that result in leakage of the affected valves, which may or may not be serious. If it is extensive, it is decidedly serious.

What is important to every parent is knowing

**R**HEUMATIC fever, that universally dreaded enemy of childhood, deserves its reputation as a menace. What every parent and teacher should know, however—and every public-spirited citizen as well—is that much can be done toward controlling its ravages and preventing its recurrence. Here are the facts, with due emphasis on the seriousness of the condition and equal attention to its more hopeful aspects. Here too are sensible suggestions.



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that rheumatic fever is all about us; that if it is recognized early a large majority of the children who have it can be safely guided through the first attack without damage to the heart; and that second and repeated attacks can be prevented. This knowledge would avert much of the tragedy now associated with rheumatic fever in children, especially the devastating results of the cardiac complication. It would also allay the panic and even anxiety that may cripple the parents' efforts to help a stricken child.



## What Is Rheumatic Fever?

**T**HE combination of poor appetite, repeated nose-bleed, pallor, low but persistent fever, rapid heart action, and pain in the arms, legs, or abdomen probably means rheumatic fever. A child with these symptoms needs the attentive care of a physician through the weeks and months ahead so as to avoid damage to the heart as far as possible. The physician can also institute measures to prevent relapses and later recurrences, for these carry with them an increased likelihood of permanent damage to the heart. That risk cannot be over-emphasized.

A child with rheumatic fever should not be allowed to get up until his physician says it is safe. In some instances this may take many months. Rest in bed is essential to spare the heart any unnecessary work as long as the disease is active and during the period of immediate recovery. Only a physician is in a position to judge when it is safe for the child to get up. In the acute stages, good nursing is an essential part of the treatment.

The entire family, and especially the mother, can do much to keep the young patient in a cheerful frame of mind. The mental attitude of the family is reflected in that of the patient, and a cheerful outlook is very important in the long, slow process of recovery. It is helpful to keep in mind that a majority of the children observed many years after an attack of rheumatic fever are alive and able to live a normal life, with some limitation of activity for those in whom the heart has suffered damage.

Possibly at this point you are questioning the need for so much emphasis on a disease of childhood that you, as a parent, have never experienced in your family. Or perhaps you, as a teacher, feel that this is a problem for nurses and doctors. But any problem that involves a million illnesses a year in the United States and results in forty thousand deaths a year is of concern to all of us. Although rheumatic fever is more prevalent in the northern part of our country, there is still much of it in the southern areas, and if you have been thinking there is none among children in your school, it might be well to make sure. This past year one in every one hundred and fifty persons had rheumatic fever, and most of the patients were children.

Accordingly there is need for parents and teachers everywhere to give this matter attention. What can they do? They can participate as good citizens in promoting the appropriation of public funds for prevention and treatment, or they can give directly to voluntary organizations to advance research in this field. There are many questions about the disease, including the question of its cause, that need answering if we are to reduce the load.

We know that in 90 per cent of the cases rheumatic fever follows or accompanies "strep" sore throat, colds, and infections; that these are most

common in winter and in cold, damp weather; that poor nutrition is a factor, and so on. We do not yet have a specific preventive, as we have for diphtheria. We can make progress toward eliminating some of the conditions in the community that favor rheumatic fever, such as crowded, unhygienic housing and blighted areas in cities. In localities without any full-time local health department, we can work to get one. Some central agency is needed to make certain that the many services required by a family with a rheumatic fever patient are provided. The local health department is best suited to fill that need.



## Hopefulness Is a Help

**B**UT to get back to the patient. He will do better if his parents hide from him any alarm they themselves may feel. Many patients later on limit their activities beyond what is necessary because of fear resulting from overemphasis on the hazards. The heart is a most marvelous organ, with unusual recuperative powers. It comes back remarkably, provided it has a good chance—and sometimes even when it hasn't.

During the long period of rest in bed, the child should be kept occupied without overexertion and, above all, contented. Usually his schoolwork can be



carried along after the acute stage of the disease is over. Many state departments of education make home teachers available to invalid children. Cooperation of health departments and departments of education is essential to the success of such measures. In this and in the whole management of recovery, parents should follow the physician's directions faithfully.

For best results during the acute stage, the young patient will do best if he is cared for in a hospital or in a convalescent home near a hospital. To avoid exposure to "strep" infections, he should be in a semiprivate room, not in a general ward.

activities. One out of seven will need to limit them materially, and one out of five will not live beyond the age of ten. These are sober prospects. They are the basis for our concern about rheumatic fever.

As has been indicated, however, it is very important that the positive and brighter aspects be stressed in family thinking when the condition is actually present. The young patient is happier and will do better if he can live as nearly as possible like other children, with the same duties and privileges. If parents devote too much time to him, swayed by the realization that he must be denied certain activities, he may well become a pampered, self-centered child.

### Knowledge and Care Are Needed

**W**HOLEsome food, properly selected, stands high on the list of needs for patients with rheumatic fever. But unhappily rheumatic fever occurs most often in families who find it financially difficult to provide such food. Their problem is one of wise selection within narrow budget limits. All parents can benefit from the expert advice of a public health nutritionist, but the less fortunate have the added problem of determining which of the cheaper foods will suffice.

It is not reasonable to expect a nutritionist to give individual suggestions for each rheumatic fever patient. Even if this were economically possible, there aren't nearly enough nutritionists to go round. Yet the health department nutritionist *can* advise public health nurses on a consulting basis. Valuable and effective aid in providing this important assistance is possible only where there is a full-time county health department.

Under consideration in the U.S. House of Representatives is the bill sponsored by the parent-teacher organization to establish and extend local public health services. Urging prompt passage of the bill, so that county health departments may be set up where they do not now exist, is one of the most constructive things the P.T.A. can do to reduce heart disease resulting from rheumatic fever. The task of such a department means much more than informing mothers as to the proper food for their patients; it means a sustained effort to correct unhygienic living and to avoid the infections that are especially hazardous. It means helpful home visits by public health nurses to aid and support mothers. It means above all obtaining the machinery to apply all the available knowledge about rheumatic fever as well as that which is expected to be available in the near future.

Can we, as parents and teachers, be unconcerned about this problem? Hardly. Nor can we neglect our part in finding a solution.



Certain studies have shown that patients treated in a convalescent home had only one fourth the usual number of colds, sore throats, and other dreaded complicating infections and, after going home, only one half the number of recurrences as compared with a similar group who convalesced at home. Also, among those who returned to unfavorable homes there were four times as many recurrences afterward as among those who returned to good living conditions. The conclusion seems inescapable that surroundings and housing have a definite influence on rheumatic fever, both on the original attack and on later recurrences.

At present the prospects are that about two out of five children with rheumatic fever will have no evidence of rheumatic heart disease, and many may expect to lead normal lives. One out of three will need to limit his

# BAUGO

PART ONE

## REDEDICATED



© Ewing Galloway

**W**HEN I was born we lived on Grandfather Eby's farm, about four miles northwest of Baugo. Grandfather and Grandmother Eby were of the Mennonite persuasion. Father met Mother during one of Baugo's early revival meetings, and they were soon "going steady." But before Grandfather Schwalm would allow his daughter Lizzy to marry Elmer Eby, Elmer had to be baptized in the Brethren faith and in Baugo Creek. After all, Grandfather was not going to have one of his daughters unequally yoked with an unbeliever! Mother shared his point of view and, I might add, so did the community. For in those days church membership and church attendance were considered the best foundation for a home and family.

Thus because of Grandfather's insistence I was brought up in a Brethren and not a Mennonite home. My first public appearance was in Mother's arms at Baugo

KERMIT EBY

Church, and as far as I am concerned my last one can be at the same place. (Likewise my three sisters and one brother—and, I should add, my own first-born—made their debuts at Baugo in their mothers' arms.) This introduction to Baugo was more than just a passing incident for me. During the next sixteen years I recall missing church only three Sunday mornings—once when I had the measles, once when Father hitched an improperly broken colt to the buggy and a runaway resulted, and once when the snow was so deep that even the horses could not wade through.

### Memories in Miniature

**W**HEN I was eight years old, we moved from Grandfather Eby's farm to one Father had bought from Grandfather Schwalm. Our new home was about three quarters of a mile west of Baugo, near enough so that we could walk to church if the mud was deep or the snow piled high and near enough so that we could never have an excuse for being late or absent.

Sunday morning at Baugo was more than a religious service. It was a gathering of the *Freundschaft*, a meeting of the clan, a time for planning next week's threshing or butchering. After the services, we youngsters would play tag while our parents decided whether the Elmer Ebys were going home to Sunday dinner with the Uncle Elmer Bowerses or whether both families would take Sunday dinner at Grandfather Schwalm's. Personally I always preferred to go to my Grandfather's, but in either case my favorite cousin, Harrison, and I would be together. The Baugo offered us an opportunity for exploration and swimming—but no fishing, since the Brethren were not allowed to fish on Sunday. (To this day I wonder if the fish bite on Sunday.)

But it must not be forgotten that the basic emphasis at Baugo was religious. The Brethren believed that life was real, God ever present, and sin something to be trodden underfoot. Children were to be brought up in the nurture and admonition of the Lord. As babies we were taken to church and sat on our mother's lap—until the inevitable younger brother or sister crowded us off. After that we sat next to Mother, and, believe me, we were supposed to sit still and listen to the minister.

If we disobeyed our mother's admonitions she faced a grave decision—either to permit us to go on being noisy



and disturbing the service or to take us "out back," thereby confessing publicly that she had failed to teach us to sit still. Usually Mother took the second alternative. We were taken "out back," far enough so that our howling would not disturb the congregation. Our posteriors were turned toward heaven, and we were thoroughly spanked. And as we were spanked, Mother reminded us that the church was the house of God and the minister his servant. Furthermore, if we wanted some more of the same treatment we knew exactly how to get it. Consequently we soon learned to sit still. We didn't want to go "out back" again! Mother, I learned, always spanked hardest when she was embarrassed, and by the time we were five or six years old we were pretty well broken in and ready for our first Sunday school lesson.

Ours was a family that studied its Sunday school lessons faithfully. Dad began teaching Sunday school soon after he and Mother were married. Since then he has taught the same class without interruption. Today when I struggle through a semester of lectures, I wonder how Dad has managed it for forty years. Perhaps he reaffirms the same truths over and over again. At least he has the advantage of some truths to affirm!

### Growing Up

**A**FTER our first Sunday school class we no longer sat with our parents. Instead we sat as far back among the pews as we dared, with as many of us to the bench as it could hold. Here again we were sometimes noisy and disturbed the services—but not too often, for we did not want Grandfather Schwalm to send one of the deacons back to sit with us. Once when we were whispering, wiggling, and interrupting a dry discussion of baptism by John Wright, Grandfather sent back two-hundred-and-forty-pound Brother John Huber, a deacon. When his huge bulk squeezed into the seat with us there was scarcely room to breathe and none at all for wiggling.

From the ages of six to ten or twelve we were old enough to be nuisances but not old enough to have reached the age of accountability. If we sinned during those years we were forgiven by both God and the Brethren. However, with the coming of adolescence and graduation from country school, we were no longer deemed innocent. Now we were accountable, and fair game for the revivalist who held forth at Baugo each winter. Usually we joined the church at twelve or thirteen, but occasionally one of us rejected God and the evangelist until the age of fourteen or fifteen. Then when revival meeting came we were reminded that if we did not join the church we were in danger of committing the unpardonable sin; in other words, our consciences might become so hardened that God would no longer plead with us.

Frankly I never cared much for revival meeting. The reason for this is another story, but I preferred the love feasts at Baugo, when the Brethren celebrated their communion with a full meal and the washing of each other's feet. There was something solemn and majestic in this service—from the visit of the deacon to our home to ascertain whether we were at peace with God, to the singing of the hymns before we went out into the night at the end of the service. At this simple ceremony, it seemed to me, we were no longer Schwalm and Ebys and Wengers and Berkeys. We were all-inclusive members of one Christian family.

Harvest Meeting Sunday was another great occasion, though much less solemn than the love feasts. On Harvest Meeting Day the Brethren met to give thanks for their crops. A sermon was preached in both the forenoon and afternoon, and the Brethren were reminded that their prosperity came from God. Harvest Meeting Day usually fell during the last week of August or the first week of September, when the hay and small grains were harvested and the corn was just beginning to turn. Then, too, the canning season was at its height, and the first fryers big enough for the pans. Nature was at its bountiful best.

Preaching in the afternoon was a difficult task. It took a really dedicated minister to keep a sleepy farmer, used to physical activity, awake after he was filled with chicken and cake. Mother usually solved Dad's problem by sitting with him during the afternoon service. Whenever he dozed she gave him a not-too-gentle jab. After all, she reasoned, if the women folk went to the trouble of preparing the noonday meal, the men should at least be able to keep awake during the service.

### Courtship Under Difficulties

**T**HE Baugo I have described was the focus of our lives, at least until we were old enough to have dates. Even then we were expected not to wander too far away from Baugo's influence. Of course, it was all right to go to the Maple Grove and the Elkhart Valley country churches in search of our wives. But even city Brethren girls in Nappanee, Elkhart, and Goshen were deemed just a little bit too worldly, and how were we to know whether they could cook and wash and bake and milk a cow? Taking a girl to Baugo on a first date was as much an ordeal as a pleasure. If you arrived too early you would have to run the gantlet

of the curious, waiting outside the church, and if you came too late the congregation invariably turned around to stare as you walked in.

However, courtship at Baugo had one compensation. Before your girl became your wife, you were allowed to sit with her during services. (I often wondered why marriage broke up this pattern.) Before taking your girl to

**F**OR most of us there is some special corner of the world that has special meaning, so that its very mention tugs at our heart-strings. For the author of this article one such place is Baugo, whose little church was served for thirty years by Grandfather Schwalm—he of the famous red beard. There is so much to remember of Baugo that it will take two issues to tell it!



Baugo, a considerable amount of practice was performed with your sister, since you had to enter the church in just the right step. Once seated, it was your responsibility to find the song in the hymn book after the number was announced, to kneel in prayer as inconspicuously as possible, and to arise the same way. (By the way, kneeling in prayer with your best girl had advantages not particularly ascribable to meditation.)

Often we Baugo boys were dissatisfied with the girls we saw each Sunday; so on Sunday afternoons or during the winter revival meeting, we would hitch our horses to our buggies, drive off to Yellow Creek and Elkhart Valley, and take their girls home, while the Yellow Creek and Elkhart Valley boys returned the compliment. We never could get so far away from home, though, that our parents couldn't find out all about each girl we dated (and especially if she was "just a little wild")—whether her parents were in good standing in the church, how many acres of land they owned, or how much money they had in the bank.

I grew up in the period of transition from the horse and buggy to the auto. Dad and I had many an argument, for he had a car and I had a horse and buggy, and the trotter limited my range. Sometimes today, when our own children are out dating, I wish they too were a little more limited in time and space. I wish, too, that we knew as much about the parents of the kids they date as our fathers and mothers knew about the families of our friends.

### Love Conquers All

I WAS sixteen when I first met the future Mrs. Eby. One foggy February afternoon Mother telephoned me at the high school. She asked me to stop at Grandfather Schwalm's and then accompany him to the Elkhart City church, where he and two other elders were called in to settle a dispute between two church factions. It seemed that one group wanted a piano in the church, whereas the other thought pianos were worldly. The council meeting lasted until two o'clock in the morning. Grandfather Schwalm, Daniel Wysong, and Eli Berkey called the members in one at a time and polled them on their attitude toward musical instruments. While this was being done, the congregation passed its time in singing.

By midnight the regular song leaders were hoarse, and the amateurs got their chance. Among the beginners was the most beautiful girl I had ever seen. But unfortunately she was a city girl and lived thirteen miles away, and we had no reason for making that long trip to Elkhart short of a council meeting or a calamity. And when I asked Dad for the car so that I might make the trip a little more quickly he said he could not understand why I wanted to drive thirteen miles. Weren't the neighborhood girls good enough? And he was sure Retha Fish could not milk a cow! Well, he was right. Retha could not milk a cow and she has never learned, but that isn't serious any more. The Brethren have milking machines.

One Sunday some months later, undaunted by distance, I drove the twenty-six mile round trip to Elkhart with horse and buggy. Retha and I arrived in Baugo in time for the morning service. Both of us felt we were on trial, she for being a city girl and I for going so far from home to court her. Seven years and many school days later we were married, and that same year I was called to the ministry.

Baugo approved us somewhat reluctantly. I wore a tie, and Grandmother did not think a minister should wear a tie. At that time Brethren ministers usually wore plain clothes. Also, Retha wore a ring, and even wedding rings were not yet considered proper. In the years that have passed since then, Father and Mother and the Baugo Brethren have fully accepted Retha, but to this day my folks cannot understand how a woman spends her time usefully in the city. For many years they were sure we never had quite enough to eat. Retha probably was accepted only when Grandmother and Mother saw that our children were just as sturdy and fat as the children of families who got their milk directly from cows instead of bottles.

### Baugo and the Good Life

THE birth of a baby, the baptism of an adolescent, the deaths and marriages of adults were all important events in Baugo. Weddings, however, were not held in the Baugo church; they took place in the home of the bride. Nor were funerals conducted at Baugo; they were held in the Olive Mennonite Church instead. Oddly enough, the Brethren and the Mennonites, who worked together on threshing days and on butchering days, never worshipped together at Sunday services.

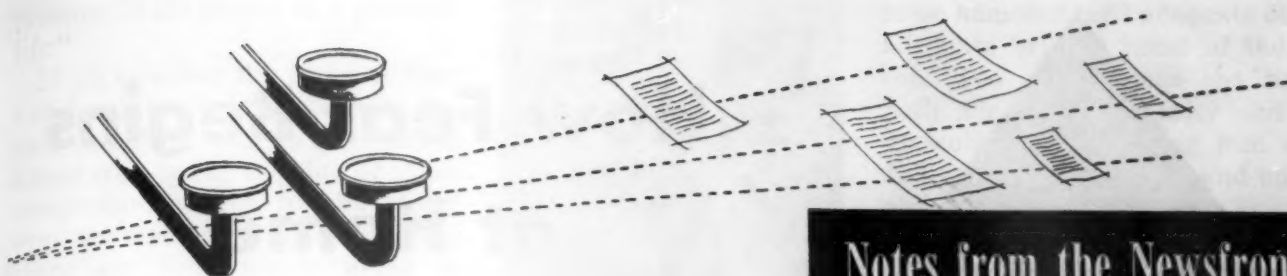
It has been almost twenty-five years since I left home for good, but my thoughts constantly return to Dad's farm at Baugo, for my real roots are there. It is not because I am sentimental, however, or because the experiences of one's youthful days become more poignant in later years. The reason lies deeper than that. At Baugo we were taught, in season and out of season, that we were born for a purpose and that this purpose was declared by men and women who believed their lives had meaning. To these neighbors and ancestors of mine, the sins of omission were as deadly as the sins of commission, and living was a serious business indeed. Today, in my weaker moments, I often wish I could escape this ingrained sense of purpose. If I could, I know that life would be easier. But I cannot escape it, for it grew out of a total experience: our family life, farm life, and religious life—all centered at Baugo. Each of us was judged as much by his actions and the conduct of his family as by his prayers and preaching. There was no compartmentalization of life at Baugo, no separation of theory and practice, no place where one could escape the all-seeing eyes of God.

And last April we rededicated Baugo. . . .

*(To be concluded next month.)*

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This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of Nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy.—GEORGE BERNARD SHAW



## Notes from the Newsfront

**Baby's Breath.**—One reason the premature baby has hard sledding at first is that he needs three times as much oxygen as a full-term baby needs. Therefore up-to-date hospitals serve premature babies oxygen "cocktails" in just the right quantities. Partly as a result, 75 per cent of these tiny infants survive, whereas only a few years ago 70 per cent would have died.

**Smithies on Wheels.**—In Longfellow's day a blacksmith probably did very well under the village chestnut tree. Nowadays, however, the blacksmith has to move with the times. That is why there are a thousand up-to-date blacksmiths in this country who load their forges on trucks and go where the horses are. Even in our mechanized age, horseshoers are in such great demand that the Horse and Mule Association offers scholarships for their training.

**Zero Error.**—On this page in the October issue the first note, headed "A Brighter Tomorrow," stated that by 2050 A.D. we shall be able to spend ninety million dollars on education. The correct figure is ninety *billion*, thirty times the three billion we are spending today.

**The Third "R".**—Arithmetic has real meaning for children in New York State elementary schools. Instead of counting imaginary apples as their elders did, the youngsters try regrouping chairs and distributing blocks and books. The older ones figure changes in food prices, sports scores, and class election returns. This new approach was adopted after studies showed that children should grow into arithmetic through everyday experiences. New York educators maintain that children taught by the new method are slower getting started but soon surpass those taught in the traditional way.

**The Fire Under the Pot.**—From UNESCO comes a reminder that in order to eat, men must have fuel to cook with. But where man has lived for centuries, as in ancient China, all the wood was burned up long ago, even to the roots of felled trees and cleared underbrush. Therefore the inhabitants often burn dung, robbing the already starved soil of needed fertilizer. Small wonder that UNESCO strongly encourages reforestation projects, the harnessing of water power, and research on solar energy.

**Stalking for Science.**—The 250,000 high school boys and girls who belong to 15,000 science clubs throughout America are being mobilized to help find out how cancer is inherited. Their special assignment is to trap wild rodents for experimentation purposes, since little is known about the occurrence of cancer in wild animals.

**Women in the World.**—Fifty out of seventy-one nations now grant women voting rights equal with those of

men, the United Nations' Commission on the Status of Women recently reported. Eight other countries impose special qualifications for women, but only thirteen withhold all voting rights entirely. New Zealand started the emancipation movement back in 1893. Not until the nineteenth amendment in 1920, however, were American women permitted at the polls.

**Old Wives' Tales.**—One out of every four questions asked by young mothers is based on superstition, child specialists say. Most common are the false beliefs that prenatal influences may cause birthmarks; that a baby must not look into a mirror until he has teeth; and that a child's growth will be stunted if he crawls between someone's legs.

**Asparagus Tips.**—This ancient vegetable, cultivated since Roman times, has been found by modern scientists to contain one of the richest known sources of rutin, a drug that offers hope for protection against the deadly effects of radiations released by an atomic bomb. This valuable substance, it is believed, prevents the countless small internal hemorrhages that result from radiation.


**Longer Living.**—The average twentieth-century American can expect to live about sixty-seven years—eighteen more than he would have planned on in 1900 and nearly double what George Washington could have expected. Only the people of Australia, New Zealand, and the Scandinavian countries can look forward to as long a lifetime. The statisticians anticipate a further average increase of five years by 1975 but point out that a century seems to be the natural limit of human life.

**From Pets to Pests.**—A hundred years ago there was not a rabbit in all Australia. Then five were brought in as pets. Today rabbits are so numerous Down Under that last year's kill of 140,000,000 barely affected the total rabbit population. In a land where feed and water are often priceless, five rabbits consume as much as one sheep does; forty-two eat as much as a cow. Hence the Australian Council of Scientific and Industrial Research is desperately experimenting with lethal supersonic waves in the hope of exterminating the pests.

### A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 12-49, this means that your subscription will expire with the December *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the January issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.





## MAN AGAINST FEAR

### 3. How Fear Begins at Home

BONARO W. OVERSTREET

**H**AS the modern age shorn parents of their power? In what way? Of the power to make their children anxious and unhappy? Certainly not. Of the power to fill youthful minds with resentful, just-wait-till-I-grow-up thoughts? Certainly not. Nor has it shorn parents of the power so to use the innate trust and eager reach of childhood that every day is an adventure in self-reliant living.

**L**AST month we opened up the problem of the child's encounter with life. What is peculiar about the predicament of the child, we came to see, is that his power to feel is so much greater than his power to grasp meanings or to satisfy his own needs by his own effort. If he is hurt, frustrated, frightened, baffled by the treatment he receives and the demands made upon him, he can react only with elementary weapons of self-defense: fight and flight. He cannot yet react with the powerful constructive weapons of mature loving and learning.

At the risk of repeating what we said last month, we must emphasize again the possible result of the child's predicament: He may become so deeply conditioned, in his first months and years, to relying upon the "separative" weapons of fight and flight that he will never be able, even in adulthood, to come close enough to life to savor the confident delights of the two "unitive" experiences, loving and learning.

In his own marriage, his own parenthood, his own vocation, his community relationships, even his religion, he continues to fight the emotional battles of his infancy. He fights—and loses. He loses because he does what long-standing fear dictates, not what the reality of a present situation dictates. He loses because he tries to satisfy his own social needs by dependent or dominating methods that create tension rather than harmony. He loses, and because of defeat after defeat he is driven all the more to continue the struggle along

the same old lines—the only lines he is emotionally able to conceive.

#### Childhood's Lengthened Shadow

**L**eon J. Saul has said in his book *Emotional Maturity*\* that "every individual emerges into adult life with a picture of it which is largely a continuation of the picture he has of his own family." We need to absorb the full meaning of that sentence and then combine it with the full meaning of another sentence from the same book: "People try to love one another but cannot . . . because the undercurrent of feeling between them contains too much hostility."

All our lives, that is, we act out the pattern of human relations that we learned in the home. And for too many of us this means that we are chronically unable to reach out toward others in the ways of reaching out which we most need if we are to achieve inner peace and security.

"Unto everyone that hath shall be given . . ." If the child has chiefly experiences that make him self-trusting and confident of others, he will, by his own investment of good will, win more and more such experiences. If, however, he has chiefly experiences that make him self-doubting and wary of others, he will invest fear in all later situations—and draw compound interest on it. For, to quote Dr. Saul again, "All emotional tensions seek ex-

\*The book was published in 1947 by the J. B. Lippincott Company, Philadelphia.



pression in all phases of a person's life."

If we consider the types of fear and hostility reported both in the daily headlines and in psychiatric literature—to say nothing of those everywhere visible to the naked eye—we may come to suspect that there are four major areas in which the homes of our culture breed more fear and antagonism than confidence and good will.

### The Social Role of the Sexes

THE first is the sexual area—and here the disruptive influence is commonly twofold. For one thing, sexual taboos are so imposed upon children as to breed in them deep, unconscious fears and guilt feelings with regard to their own nature. For another thing, the adult relationship between the sexes that is exhibited in the home is often so inadequate that the growing boy or girl gets little chance to build a sound respect either for his or her own sex or for the opposite sex. It is a psychiatric truism, now, that comparatively few men and women in our society—that is to say, *comparatively few parents*—are confident enough of their own sexual role to perform it proudly and to become fulfilled personalities through the performance.

In far too many homes the woman is grudging in her womanhood. She may, to win a man, put on a fine show of dependent femininity, but she feels put upon. She is consciously or unconsciously enraged at fate for having made her the child bearer and nurturer. Openly or surreptitiously she envies the male and often makes good her envy by reducing her husband's role to a psychological absurdity. Even though he may remain titular head of the family, she responds to his sexuality in ways that make him feel a fool about his own impulses. In common daily life she treats him as a sort of combined tyrant to be placated, guest to be entertained, small boy



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to be humored, and adequate or inadequate bringer home of the bacon. Too rarely does she honor both her own femininity and his masculinity by treating him as a full-grown, responsible, and enjoyable personality.

All too often the husband is in similar retreat from, or rebellion against, his own sexual role—as when, for example, his immature reluctance to take on responsibility causes him either to regard his wife and children as a ball and chain or else to cast his wife in the role of mother substitute.

Most children, in brief, have a skimpy chance to gain from their parents any sound, clear picture either of their own total nature, which includes their sexual nature, or of the social role through which they can proudly fulfill their nature. As a consequence, all their lives they continue to wage "the battle of the sexes."

### Does Might Make Right?

THE second area of dominant home influence has to do with the relationship of the strong to the weak. Parents have a power and an authority that children do not have but that children must constantly take into account. If they misjudge that power and authority, or flout it, they suffer. They often suffer punishment deliberately inflicted, or they suffer by merely not gaining the personal ends they had in view.

If parents are so weak and vacillating in their exercise of authority that they fail to establish any "universe of order" into which a child can learn to fit or if, on the other hand, they are so whimsical or cruel in their power that they are constant objects of fear to be placated or deceived, their children will almost certainly, in their own adulthood, have a distorted picture of how the strong and the weak, the superior and the subordinate are to be related. They will tend to



© Constance Stuart—Black Star

be envious of the powerful, contemptuous of the weak, and arbitrary in their own exercise of power. They will, in their personality structure, accept the dictum that might makes right, and they will do so even if they repudiate that dictum in words and disguise the exercise of power as "service."

It is common knowledge that children often treat their dolls as their parents treat them, thus acting out in their play world the same drama of the strong and the weak that marks their own life with their parents. As years pass they put away their dolls, but their putting away of childish things stops far short of putting away the attitudes toward strength and weakness that were bred into them in their earliest years.

### Where the Sense of Value Grows

THE third area is that of relationships between those of like status—brothers and sisters. If parents play favorites or fail to appreciate the uniqueness of each child or turn the older children into the servants of the younger or provide too many occasions for jealousy and competition and too few for mutual help and shared fun, it is unlikely that the children will later develop any fine

genius for equality. Their whole personality structure will be geared to competition.

The final area is that of the relationship between the home and the larger society. It is from parents that children first learn to think of some people as important and others as unimportant, to think in terms of superiors and inferiors, to accept certain definitions of success and failure, to expect friendliness or antagonism from strangers, to think of the community as something in which one takes a responsible part or as something which is mysteriously shaped by a stupid, inefficient force called "They."

### Keys to a Key Problem

IF we could eliminate such fears and hostilities as parents breed by their false attitudes toward sex or their irrational exercises of power, their favoritism, their importation into the home of social, economic, national, racial, and religious prejudices, and of false standards of prestige—we would soon have a different world. We would have a different world by the simple, basic process of letting children grow up with the least possible need to resort to fight and flight and the greatest possible chance to love and to learn.

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## AMERICA'S SCHOOLS HOLD OPEN HOUSE

Everybody likes to visit his friends. That is why the public schools, whose friends are legion, plan to play host to thousands of visitors during American Education Week, November 6 to 12. This special week has been set aside to make it easy for busy grownups to get better acquainted with the work of the schools where their children are learning how to become tomorrow's responsible citizens.

From early colonial days the men and women of this country have recognized the importance of the school in building the strength and welfare of the nation. No people has ever shown a keener interest in providing free public education for its children. In keeping with this tradition, the theme for the twenty-ninth observance of American Education Week is "Making Democracy Work." The special topics for each day, listed below, will serve as reminders of the fundamentals on which our democracy rests:

*Sunday . . . . The Worth of the Individual*  
*Monday . . . . Educational Opportunity*  
*Tuesday . . . . Responsible Citizenship*  
*Wednesday . . Health and Safety*  
*Thursday . . . Home and Community Obligations*  
*Friday . . . . Our Freedom and Security*  
*Saturday . . . New Decade in Education*

More than ever before in history the American public schools need the intelligent support of thoughtful parents. Why not visit your child's school during this special week? See where he spends most of his days. Look at the tools he has to work with. Talk with his teachers and find out what they are trying to do for him and how you can best help them.

Again this year the National Congress of Parents and Teachers is one of the four sponsors of American Education Week. The other three are the National Education Association, the American Legion, and the United States Office of Education.



## What's Happening in Education?



● We have a strong, though small, P.T.A., and we should like to interest more citizens in our schools. The teachers feel that the community isn't behind them and isn't interested in what they are doing. What means do other communities use to secure more citizen participation?—A. K. V.

**F**IRST of all, are you making full use of the resources—for example, the publications dealing with the P.T.A. and the problems of education—offered by the National Congress of Parents and Teachers and your own state branch? You will find many answers there and many suggestions by which the P.T.A. can link school and community more closely.

Then why not induce your board of education to launch a re-study of the school curriculum in which citizens as well as teachers will be asked to take part?

A most practical step-by-step program is to be found in a thirty-four-page free pamphlet published by the Bell and Howell Company, 7100 McCormick Road, Chicago 45, Illinois. It is called *Schools Are What We Make Them: A Handbook for Citizens*. You may understand the reason for its merit when you note that it was written by Paul A. Wagner, who has since become president of Rollins College, in collaboration with the research division of the N.E.A.

The booklet starts off with a personal check list inviting the individual citizen to score himself on such questions as these:

"Are you an *active* member of the parent-teacher association in the school your child attends?

"Have you met and become at least casually acquainted with each of your children's teachers?

"Do you know the approximate salary range and average salary of teachers in your community?"

Then this well-designed publication discusses the means of "Appraising the Schools We Have," suggesting where to turn for facts and standards. I think you and your fellow P.T.A. members will especially like the section on "questions which groups of citizens may sometimes need to explore." For example:

"What school opportunities are provided? For whom? What types of athletics and sports are

available? For what pupils? What provision is made for post high school education? For how many students?

"Is the school staff adequate in size? Efficient? What selection procedures are used: eligibility lists? examinations? interviews?

"What opportunities and what incentives are given to members of the staff to study and improve the quality of their work?

"Are the schools well housed? Well supplied?

"How are the schools financed?"

These are typical of many questions that will give citizens plenty to chew on—and certainly interest begins with awareness of needs.

● Do you know of any material I can refer to on the question of corporal punishment in elementary or secondary schools? I would like to be able to quote from the opinions of well-known educators on the subject.—Mrs. F. McC.

**I** FORWARDED your question to my old friend Ward W. Keesecker, specialist in school legislation, U.S. Office of Education. Here is his reply:

Corporal punishment in both public and private schools is expressly prohibited by statute in New Jersey; and in Maryland assistant public school teachers are forbidden by state board regulation to inflict corporal punishment, but principals may administer corporal punishment as a last resort. A Louisiana court held that a teacher in the public schools does not stand in the same degree of *in loco parentis* to the pupils as does a teacher in a private school and that the legislature, in requiring children to attend public school, . . . does not grant to public school teachers the right to inflict corporal punishment.

I understand that corporal punishment has been pro-

**T**HIS department gives parents and teachers up-to-the-minute information on current educational trends, presented in the form of answers to questions from our readers. The director, William D. Boutwell, educator of broad experience, tells us what is going on in the schools of today and what may be expected in the schools of tomorrow.



hibited by school board regulation in many cities. Chicago, Illinois, and Washington, D. C., are examples.

In the absence of any state law or local board rule prohibiting corporal punishment, the general principle seems to prevail (except in Louisiana) that a public school teacher stands *in loco parentis* to the pupil and as such has the right to inflict reasonable and moderate corporal punishment upon a pupil in order to effect proper management of the school. Here emphasis should be placed on the word "reasonable." In most jurisdictions—in fact, everywhere—it appears that a teacher in either public or private school who inflicts corporal punishment maliciously or in an unreasonable degree is amenable to law for such action. In this connection there is a recent decision by the Connecticut Supreme Court of Errors which ruled that a pupil was justified in resisting punishment by the principal of the school because unreasonable force had been used against the pupil.

The gradually increasing public sentiment and court decisions on corporal punishment tend toward its abolishment or, if it is permitted at all, toward the attitude that it be given only under moderate and wholesome restrictions.

For further facts Dr. Keesecker suggests the following references:

H. H. Anderson, *Discipline* (Child Welfare Pamphlet No. 11). State University of Iowa, Iowa City, Iowa.

*Corporal Punishment by Public School Teachers*. Research Division, National Education Association, 1201 Sixteenth Street N.W., Washington, D. C.

*The Legal Authority of the American Public Schools*. Chapter X, "The Legal Authority to Inflict Corporal Punishment." Mid-West Book Concern, Grand Forks, North Dakota.

Caroline Zachry, *Personality Adjustment of School Children*. Scribner's, New York.

● Is there a center where I can write for information about the various world organizations?—K. G. M.

No, but there is a pamphlet, which is the next best thing to a center. It is *Free and Inexpensive Materials on World Affairs for Teachers*, compiled by Leonard S. Kenworthy. Mr. Kenworthy knows his business. He spent three years in Paris setting up the education division of UNESCO. His pamphlet lists more than eight hundred items from a hundred and forty different organizations. The list includes no item over a dollar.

You can form some idea of Kenworthy's collection when I tell you that he lists materials on such problems as the air-age world, atomic energy, the causes and eradication of war, education, food, health, international trade, race, and religion. He

covers the various regions of the world. Section 3 treats of teaching methods and materials. Then he guides the reader to charts, booklets, films, and so forth, on the United Nations and world government, including such agencies as the Food and Agriculture Organization, the International Labor Office, the World Health Organization, and UNESCO itself.

The pamphlet is one dollar. For copies, write Mr. Kenworthy at his new teaching post: Brooklyn College, Brooklyn 10, New York.

● Our school plans to buy a record player and has asked for suggestions on what kind to purchase. What is your advice?—Mrs. A. P. D.

At present record players come in three speeds for four different kinds of records: the familiar phonograph record that turns at 78 revolutions per minute (r.p.m.), the "donut" record at 45 r.p.m., the long-playing record (LP) that revolves at  $33\frac{1}{3}$  r.p.m., and the big sixteen-inch "platter," or recording, commonly used in radio studios, which also revolves at  $33\frac{1}{3}$  r.p.m.

I know of no equipment that will play all four types of record. Some companies manufacture players that play at all three speeds, but the pick-up arm doesn't swing wide enough for a sixteen-inch recording. A number of manufacturers of playbacks make equipment that will play the big sixteen-inch recordings and LP and regular records, but I know of none that adds 45 r.p.m. to its range of tricks.

If this seems too complicated, don't despair. The old phonograph as we know it is passing through a technological revolution. Within the last few weeks thirty-one major companies have announced plans to issue LP as well as older type records.

The LP is quite a marvel. One side plays for twenty minutes, and you can have complete symphonies on a single record. Each is made of unbreakable and almost undamageable vinylite. They weigh only a few ounces, and the quality is better than that of the older records. Undoubtedly the LP is here to stay. My guess is that it will eventually usurp both the old familiar records and the big sixteen-inch recordings.

For ordinary classroom use I would suggest a machine that plays regular, LP, and even 45 r.p.m. However, a school ought to have at least one machine that plays the many fine recordings available only on the sixteen-inchers. Consult your local dealers, and ask them to demonstrate the types I have mentioned. —WILLIAM D. BOUTWELL



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This is the third article in the adolescent series of the "Freedom To Grow" study courses.

**I**F THERE is anything new under the sun, it is not the fact that young folk don't decide things just the way their parents do. It is safe to say they never did and never will. But the modern world confronts them with an area of choice vastly larger than earlier generations knew. So differences are sharper and clashes more common—and understanding and patience more needed than ever.

ALINE B.  
AUERBACH

## THE STRUGGLE for INDEPENDENCE

**G**ROWING up is a complicated business, we are constantly being told, and adolescent boys and girls are bound to have a hard time as they fight for recognition in their own inimitable way, driving their parents nearly frantic in the process. The theme is the same everywhere, in novels and short stories, in nonfiction books and articles, in comic strips, movies, and radio serials. Sometimes it is presented in a satirical or humorous vein, sometimes with sympathy and serious intent. But out of all this come frequently recurring phrases such as "the struggle for independence" and "the clash between generations," which imply that family life is a constant battle in which each member is sparring for survival.

This is quite a different picture from the old-fashioned idea that family life was simple and

serene, that the individuals in the family had only love for one another and stuck together loyally under all circumstances. Our increasing knowledge of human behavior has taught us that this old view of family life was inaccurate and dishonest, possibly even colored by a sentimental wish that it could be that way, in the face of sound evidence to the contrary. But is it really to be thought of in the ominous terms of fight and struggle we currently hear?

### They Grope as They Grow

**T**HERE is no doubt that children and young people have much to learn before they can be on their own. Emotionally, too, they have to change as they grow. In their relationships to those around



them they change from being completely dependent for their every need on others—at the infant stage—to assuming their place as independent, mature people as they pass through and beyond their adolescence. We are beginning to see that this part of growing up is much more than acquiring skills and knowing how to do things; it involves feelings as well, feelings about oneself and other people. It is these feelings that often get in the way to make things complicated, and in a sense it is these feelings that may make growing up such a struggle.

For children as they grow—and adults, too, for that matter—frequently have feelings that conflict with their wishes. Little children show this to us, often quite clearly. A two-year-old wants desperately to climb the jungle gym in the playground as he sees other children do, but halfway to the top he suddenly pulls back and wishes he were safely on the ground again, at his mother's side. We are all quick to recognize his wish for activity and independence and his pride in his accomplishment, and we can also understand how this may change to fear and anxiety when he suddenly feels he has come too far from his accustomed base. In such a moment a word of reassurance is usually enough to reestablish his confidence and send him on his way.

If we are observant we can see similar shifts of feeling in any adolescent youngster. To be sure, they are expressed in different ways and center on different subjects, but they show that the adolescent, too, wants desperately to be grown up and independent and at the same time needs reassurance from those he loves. He needs the feeling of belonging to people who care for him, are interested in him, and have confidence in him. It is often hard for parents to accept these shifts of feeling and to keep up with them. We have the idea that because they look so grown up, these boys and girls—and act that way, too, most of the time—they are grown up all the way through. It takes a long time for feelings to catch up and straighten out.

### Background of Rebellion

SOME of the things these boys and girls say and do, because of their mixed feelings, are not always easy to understand or to take. It is the "freshness" and insolence of the adolescents, their "telling us off," their knowing everything better, that are especially difficult. This very behavior, unpleasant as it is, may be necessary as part of their learning to assert themselves. Sometimes we have held the reins too tight, not seeing that our boys and girls are no longer the little children they used to be. If this is so, it may be a good thing for

us to be jolted into recognizing that they need more freedom—and the right to experiment a little more.

But even when parents have not been too strict, their young sons and daughters may still express themselves rebelliously and unpleasantly. Often they do this not so much to assert themselves to their parents as to themselves. They fight, in ways they themselves do not understand, their own dependence, their need to lean on their parents, trying to overcome feelings they are not comfortable with and would like to be rid of. Such struggles are real and universal, as children emerge from the protection of the family—protection that was necessary and essential in infancy and childhood—to take their place as individuals on their own.

If we parents can understand more fully the slow and uneven course by which personalities develop, perhaps we can do our share to help our children with their struggle without the process having to be such a fight. For it takes two sides to make a fight, by the very definition of the word, and it is easy to make young people feel that we are their opponents. If we jump on them when they stay out later than we think they should or if we find fault with their friends or fuss about the shade of lipstick or the choice of the sheer nylon blouse with the plunging neckline, if we are constantly bossing or critical or nagging, we are only adding fuel to their resentment.



© Eric Luoma



## The Birth of Youthful Independence

WHAT, then, is the alternative? Shall we let everything go by without comment? Of course not. Our boys and girls need to know what we think and how we feel about things. It is from us that they can best get their standards of behavior, as they have done since they were little. But we must offer our judgments in such a way as to make them acceptable. We can present our opinions for their consideration, as from one independent person to another, rather than force them on our children as final, without choice. The chances are they will listen much more readily if we show them that we quite rightly have confidence that they will choose wisely. It is the way in which we do all this that determines whether our children will regard us as enemy or friend.

They cannot grow to independence without our friendly support and help. Left completely alone, a boy or girl will feel lost and either lose confidence or become defiant, struggling to assert himself so as to "show" us. On the other hand, if a young person is dominated too much he may respond again in one of two ways—either by losing initiative and giving in or by throwing over his parents' precepts and striking out along different lines just because they are different. Too little interest and affection on the one hand and too much domination and protection on the other can both force boys and girls into similar undesirable channels. Children develop best when the relationship with their parents avoids either extreme.

### Obstacles to Adjustment

IT isn't easy for parents to work out this kind of balance. Our own personalities and needs enter into the picture, no matter what kind of a goal we set for ourselves intellectually. With smaller families as we see them today, it is inevitable that parents—and mothers especially—will concentrate their attention heavily on each child, often making it difficult for him to develop freely in his own way.

Then, too, many women have no other interests to turn to when their children no longer need them. The routines of the home, whether on the farm or in the city, are time-consuming but not sufficiently emotion-consuming to take up the slack. And so we see mothers interfering and sug-

gesting and agitating (even before they become mothers-in-law), trying in devious ways, of which they themselves are often not aware, to maintain their hold on their children and justify their own existence.

But it helps if we recognize some of these possibilities and do what we can to forestall them. It helps, too, if we look at family life and try to see it whole—see what challenges come to every member of the family as the children grow up. Parents as well as children have adjustments to make in order that each one may live his life fully. There is weaning to be done in both generations.

### Helping the Clinger To Climb

THE insight that has come from the newer psychology has broadened our understanding of what weaning really means. The physical weaning of the young child from breast or bottle is the first step in a long process of growth from the close interrelationship of mother and infant to the free interplay of relations between parents and grown-up children. It symbolizes the emotional separation that must also be established and that is accomplished much more gradually.

From the modern way of establishing this first weaning we can learn a great deal that is applicable to adolescents as well. Infants are not weaned until they are ready for it, so far as one can tell, and they are not subjected to weaning abruptly. They are prepared for the experience by being given liquids from a cup before they are asked to give up the bottle. In the same way, we can prepare our adolescents for their emotional weaning. We can help them assume responsibility in one area after another *while still under our guidance* and standing by with love and understanding as they gropingly find their way.

Neither kind of weaning, however, can be accomplished unless the parents are ready within themselves to initiate it and help carry it through. We too must be prepared to give up the satisfactions we get from our children's dependency at every level. We can accomplish this most successfully if we understand our children's changing needs as they develop and find for ourselves other outlets and satisfactions, so that we too may continue to grow.

See questions, program suggestions, and reading references on page 37.

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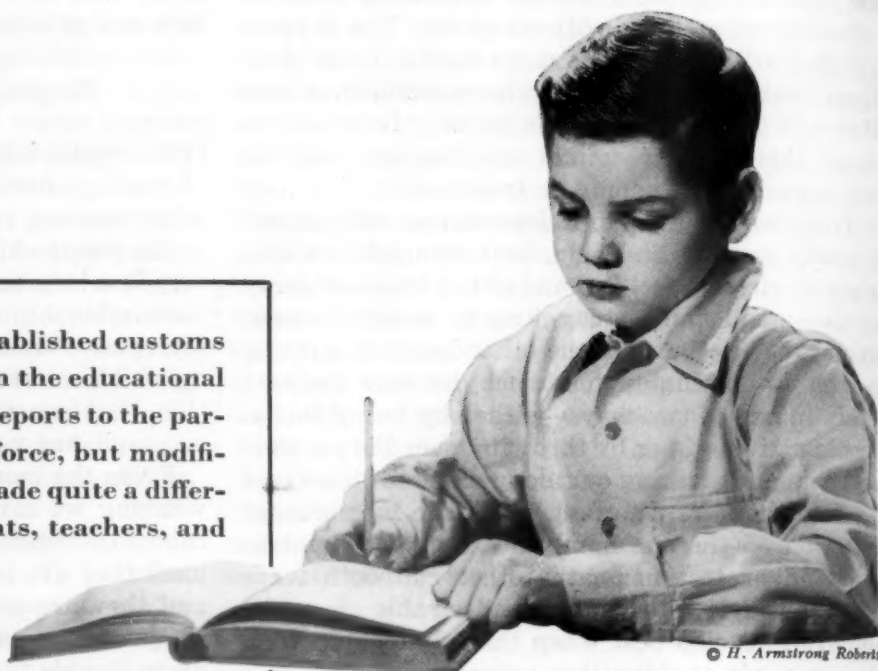
Perhaps you live in one of the many cities or towns where the campaign to raise funds for the Community Chest will continue until Thanksgiving Day. If so, there is still time for you to join the millions of other Americans who already are entitled to wear the red feather, proud insignia of those who give in response to this united appeal.

# School Reports AND Reporters

BLANCHE

B. PAULSON

**T**IMES change, and long established customs must change with them. In the educational world the practice of making reports to the parents of every pupil is still in force, but modifications in recent years have made quite a different thing of it. What do parents, teachers, and pupils need to know about report cards and their significance as used today?



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**P**ARENTS have a big stake in report cards, for it is through reports that the school communicates with the home. Report cards are neither rewards nor punishments. Properly executed, they are progress reports. They are periodic appraisals of pupils for the benefit of the teacher, the pupil, and his parents.

Guidance is the report card's reason for being. With it Johnny can gauge his strengths and spot his weaknesses. Johnny's mother and father can determine where Johnny needs direction, added experience, encouragement, commendation, or understanding. And to Johnny's teacher also the report can point out new directions; with it she can evaluate the school situation in relation to Johnny.

Parents have a big stake in report cards because the report reflects the school. It reveals what the school considers important, what it emphasizes, what it watches—in short, what its educational aims and methods are.

Finally, parents have a stake in report cards

because they serve as partners with the school in the community's educational program. In modern schools, parents and pupils as well as teachers and administrators are helping to establish goals and to develop curriculums. It follows naturally that they will—where they have not already done so—help to redesign or reevaluate the report cards.

## Report Cards, Ancient and Modern

**R**EPORTS to parents vary from the so-called traditional card to informal letters or conferences. The traditional card uses the grade standard as a basis. Often these grades are indicated by percentages—95, 90, 85, and so on—or by letters—A, B, C, D, and E. Sometimes the letter grades are explained in terms of percentages (A=100-90) or in terms of categories (A, *excellent*; B, *good*).

With the grade-standard system of marking, a bright child may get all A's and still not be working up to capacity. Conversely a child of slow mental growth may work up to his capacity and never earn more than a passing grade, if that, and if he is not working up to the standard



set for his grade he will fail the grade or at best trail after his classmates. Both the bright and the slow child have been graded by an arbitrary standard. To overcome this fault in the traditional system, educators have devised a marking system that bases each child's report upon his ability rather than upon the standard for his grade. In these reports the child's progress may be explained in such terms as "Satisfactory," "Improving," "Needs improvement," or "Unsatisfactory." The child's own ability becomes his standard of progress—and hope need no longer be abandoned by any youngster.

Some schools give two grades, one based upon grade standards and one upon the standard of the individual child's ability. Often parents want to know how their child compares with others even as they learn his true rates of growth.

Schools have modified their report cards in other ways, too. Many schools have not only added evaluation of personal qualities, such as industry or respect for property, to the card but have also analyzed school subjects. They may, for instance, give a grade in reading—for example, B, meaning satisfactory progress (either by grade standard or by the standard of the individual child's ability)—and in addition indicate the child's fluency and comprehension in reading. Many schools give a detailed statement of their educational philosophy on the card in an effort to make the report meaningful.

A few schools have substituted informal letters to parents for formal report cards. A few have substituted conferences. Some combine formal reports with letters or conferences.

In the newest report card trend pupils appraise themselves. They arrive at their own grades in group discussion or in conference with their teachers. In some cases pupils report their progress to their parents in letters written at school.

### The Parents' Responsibility

JOHNNY'S mother studies her son's report card. Johnny has distinguished himself in reading and arithmetic. Do those two A's for outstanding achievement mean the same thing, she wonders? She knows Johnny has great ability in reading and only average ability in arithmetic. In one case Johnny must have worked far harder than in the other. Yet perhaps his very effort in arithmetic has colored his teacher's estimate of his progress. Johnny's mother asks herself, "What do these grades mean? How does Miss Smedley arrive at them?"

Reports to parents are messages from the teacher written in a kind of symbolic shorthand. In order to understand the messages and to find guidance in them, Johnny's parents must have the answers to many questions.

First of all, before parents can read report cards intelligently they must know what the school stresses. Does the school, in the person of Miss Smedley, stress mastery of facts, basic skills, personal qualities, or growth of the whole child? The categories on the card and any statement of philosophy will answer that question to a certain extent, but only acquaintance with Johnny's teacher will answer it completely.

Parents must know also against what standard their child is being measured. Grades may be based upon some "perfect" standard, upon class performance, upon a grade standard, or upon the child's own ability. Then there is the question of how much Johnny's conduct, effort, or conformity enters into his grade. In other words, what is being marked?

A check (✓) after any of the following items shows a need for improvement. No check indicates performance that is acceptable or better.	First Period	Second Period	Third Period	Fourth Period
<b>SOCIAL HABITS:</b>				
Practices courtesy in speech and action				
Works and plays well with others				
Conforms to school regulations				
Accepts responsibility				
Respects public and private property				
<b>WORK AND STUDY HABITS:</b>				
Comes prepared for work				
Uses careful methods of work				
Completes work on time				
Keeps profitably busy				
Cares for materials and equipment				
<b>HEALTH AND SAFETY HABITS:</b>				
Practices simple health rules				
Observes traffic and other safety rules				

Page three of a four-page report "card" used by the Chicago Public Schools for grades three to eight, tells parents about their child's attitudes and habits. His achievement in the various school subjects is reported in the preceding section, with letter grades indicating excellent, good, fair, and unsatisfactory progress. Reprinted by permission.



Perhaps most of all, the parents need to find out how well the teacher knows their child. Here they may well ask themselves how many pupils the teacher has to handle each day. The best intentioned and most skillful teacher cannot know large numbers of children equally well. To know Johnny at all Miss Smedley needs information about his health, his mental attitudes, his interests, and his ambitions. Before final grades are given she needs some good objective measure of his achievement in the areas that are measurable, such as reading and arithmetic.

Nor is it beside the point for the parents to inquire into the understanding and rapport that exists between Johnny and his teacher. After all, the teacher-pupil relationship is a human relationship and therefore subject to all the accidents and strains of other human relationships.

Again, parents need to know whether a child's marks are cumulative or whether the grades for the second marking period are independent of those for the first. Finally, in addition to knowing the causes and bases for assigning grades, parents need to know what can be done about these grades.

### The Teacher's Role in Appraisal

WHEN she gives Johnny a mark the teacher is trying to communicate an idea. Before she puts her idea down—for grades are subjective evaluations—she too must have certain basic understandings. She must know what her aims are as she teaches, what she is basing her grades upon, and what weight she is giving either to Johnny's mischievousness or to his engaging smile. She must know his ability, his physical and emotional status, his achievement, and his home background. A child brings more than his books and his brains to class with him.

She must consider what each grade will do to Johnny. Will it encourage or discourage him? Will it foster in him attitudes of industry or attitudes of indolence? More, she must decide how the grades will affect his parents and what his parents will in turn do to him.

The teacher, in other words, must know the ambitions and insights of the parents. Not every child can "do better" merely by trying harder. If parents are going to set up standards of perfection or competition for such boys and girls, teachers must protect them from home pressure. Last of all, teachers must know at what cost a child is achieving. Some children slight their outdoor play, family fun, or leisure reading to "bone up" on their lessons and so get high grades.

### The Pupil's Point of View

NANCY trudges home with her first report card. Gone are the elation and high expectation of the morning. She had learned to print her name before all the rest of the class. She can tell time, count, and read; yet she has a report card without a check mark on it! Unhappy Nancy tells her mother how much better Terry's card is—with three check marks on it.

Little Nancy does not know, because her teacher did not explain, that her report card is a perfect one. She does not know that it is Terry who has much need for improvement. No one has told her what a check mark means.

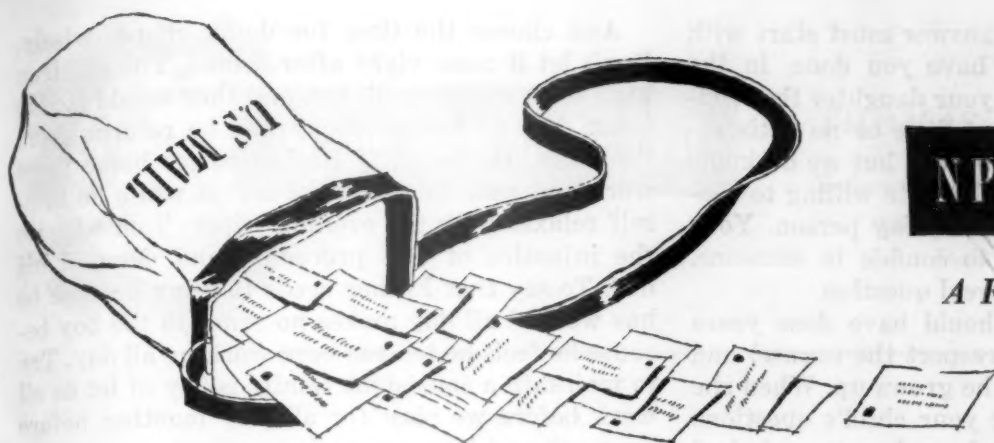
"Grade day" ought never to be "surprise day." Even when pupils have no share in the business of marking, the teacher can discuss the forthcoming grade day so that everyone will be prepared to some extent for what is coming. Pupils need to understand the report cards even more than do their parents. They need to know why they "got" the marks they did. Actually they need, as soon as they are able, to help mark themselves. As a matter of fact, teachers can—and often do—enlist the aid of each pupil in arriving at his marks, even though no school program of self-appraisal exists.

When children work out their own grades with their teachers they can never say, "*She gave me that grade!*" Nor can their parents say, "*Miss Fox must have been in a bad mood on grade day.*" Through self-appraisal pupils gain a new concept of grades and of progress, and their parents see new growth in their maturing children.

Report cards, properly understood by all the interested parties, can help pupil, parent, and teacher to direct the child's growth. Reports can indicate spots that need more time or attention and those that could do with less. They can indicate areas where the child needs added experience—for instance, in assuming responsibility or in playing team games. They can help the parent to accept his child as he is and take pride in him as he is. They can teach the child self-appraisal, self-acceptance, confidence, and pleasure in accomplishment.

They can be used as guides in long-range planning, educational and vocational; for, above all, well-designed, well-reported evaluations reveal the child's individuality and his growth. They record his development from a dependent child, however charming, to an independent, self-reliant—and still charming—adult.

See questions, program suggestions, and reading references on page 36.



## NPT Quiz Program

### A Family Counseling Service

#### GUEST CONDUCTOR: CLARE W. GRAVES

Associate Professor of Psychology, Union College, Schenectady, New York

*WE have a little girl of six and a four-year-old boy. Our son seems to be just as bright as his sister, yet he doesn't talk nearly as well as she did at his age. At times he even stutters. What can we do about his language development?*

★ It might be a good idea to take him to some specialist in child guidance or child development. If he finds that the lad is free from serious emotional problems and has a mentality not significantly lower than his sister's, then you and your husband should read up a bit on the differences between the development of boys and of girls. The area of language, experts are discovering, is one in which such differences are marked.

This is why you and your husband should compare your son with other four-year-old boys, not with six-year-old girls or with girls of any age. If you find that his speech behavior is actually out of line with that of the average four-year-old boy, then and only then will you have need for professional aid. Even stuttering is not uncommon in four-year-old boys.

Closely connected with this whole matter of language differences between boys and girls is the differing amount of aggressiveness that each may show. It appears that boys are naturally more aggressive than girls. Thus they will probably fight attempts to "socialize" them more than girls will. Using language is a form of socialization, and the boy's greater aggressiveness will cause him to fight it more. If he is made to suppress his hostile feelings, language development may be delayed.

Once you are sure that your little boy is not very different from other boys in his use of words, you can help him in the following ways:

1. Respect his aggressive tendencies to resist becoming "socialized." Let his development in this sphere, as in others, come about as slowly as it will. If you try to force him you may only interrupt that natural growth.

2. Whatever you feel about his use of language, accept it! Let him see that you accept it, right now. If you show him that you are worried, you will only increase the problem (if it is a problem). Relax and take him as he is while you gather evidence as to whether you have a real difficulty on your hands—or just a boy growing up.

★ ★ ★

*I CANNOT get my sixteen-year-old daughter to talk to me about anything she does. I don't mean just boy-girl relationships and sex. I mean she simply won't confide in me. How can I get her to do so?*

★ It would be nice, wouldn't it, if one could give a brief, definite answer to this question. Un-



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fortunately, however, the answer must start with a question to you. What have you done, in the years gone by, to convince your daughter that confiding in you will bring her little or no satisfaction? That sounds harsh, I know, but we do know that young people are usually quite willing to confide in an understanding, *accepting* person. Your daughter probably wants to confide in someone. Why not you? That is the real question.

Ask yourself—as you should have done years ago—what makes a child respect the counsel and guidance of his parents as he grows up. When she was three, did you answer your child's questions about what she was like when she was a baby? When she was five could you do the same with her questions about birth, death, sex, and so on, or did you put her off with "When you are older you will understand"?

To win her confidence now, try to become a quiet, sympathetic listener, one who hears and accepts without passing judgment. Be a sounding board, not a prying prosecutor trying to find out what is wrong with her thoughts. In other words, accept her and she will accept you.

\* \* \*

*OUR two boys seem unwilling to do their chores unless they are paid or else nagged. But payment leads them to ask for more, and nagging doesn't work. What can we do?*

★ Let the nagging come to an end right now. To continue that will only accentuate your problem. You may need to remind yourselves that children have a work day just as their parents do. School is certainly a job for them—and so, in fact, is play. Through their play they must learn how to get along with other people their own age.

Some of us, too, are prone to think that if Daddy works and Mother works, why should the child be spared? But we forget that Daddy and Mother work for reasons other than just having to or wanting to work, in the same way that a child plays for reasons other than just wanting to play. If we want him to work, then, we must give him good reasons.

For example, if play appeals to his social needs work should appeal to needs connected with his family. If a chore becomes a cooperative venture in which he shares with his family the pleasure of getting a good job done—and learns from them in the process—he will not think of that work as robbing him of some other satisfaction.

It is a good idea never to pay youngsters for doing family chores. A reasonable allowance should be their source of spending money, and the children will understand that they need no pay because Father doesn't get paid either for what he does around the house.

And choose the time for doing chores wisely. Don't let it come right after school. The children have been working all day, and they would like to relax, just as Father does when he returns from the office. However, if Father comes home from work and calls Tom to rake leaves while he himself relaxes with the evening paper, Tom will see the injustice of this procedure and demand his due. To say that Father needs to relax because he has worked all day makes no sense to the boy because he feels he too has been working all day. Try to maintain a consistent family policy of let us all work before we play (or all play together before we work and then all work together).

\* \* \*

*MY fourteen-year-old David is having a bad time. At home he just can't get along with anyone for very long, and at school the teachers say he simply won't act his age. Everybody says he is bright enough. What can we do about him?*

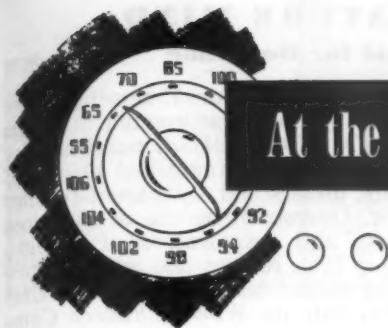
★ Obviously your problem—or David's—might arise from a number of different causes, and you would do well to seek professional assistance. However, your question gives me a chance to bring out one important point. You say your boy simply "won't act his age." Well, it may be that he is acting his age. He may be fourteen years old by the calendar and fourteen years old mentally, but how old is he in terms of his physical growth and his ability to work and play with others?

Recently when a father asked me much the same question as you have, I asked in return, "At about what age did *you* start to change from a boy to a man?" With that question the father got a glimmer of insight. He realized for the first time that his son, like his father before him, was maturing very slowly. Soon he was able to see that most people who knew his son saw a boy of ten or eleven, not one of fourteen.

This boy, just the age of your David, was also mentally competent. But he could not establish himself on friendly terms with his classmates because he was too young for them. As for girls, to him they were "awful." At home he would play awhile with older members of the family for mental stimulation, then grow tired and troublesome. He would play with the younger ones, too, for a time—for he was at their level emotionally—but would soon become bored.

If either of you, David's parents, matured slowly in some ways and rapidly in others, you may assume that your son is developing according to the same "split-growth" pattern. Make every effort to see that he works and plays with children at the same stage of physical and social growth as his own. His intellectual development will take care of itself if he is but given opportunities.

Since David has a good mind, it will benefit him greatly if he understands the predicament he is in and learns to study signs of the changes that are to come. Any boy this age can learn about individual differences in growth rates, and hope and understanding will do wonders for him.



## At the Turn of the Dial

THOMAS D. RISHWORTH

National Chairman, Committee on Radio  
and Director of Radio House,  
University of Texas

LOCAL radio chairmen frequently write your national chairman for reference materials on radio and for program suggestions. May I urge each one of you to consult the section on radio, pages 161-65, under "Committee Activities" in the *Parent-Teacher Manual* for 1949-1950. It contains a complete outline of objectives and specific projects for any local unit.

State radio chairmen should study thoroughly the plan of work for the Committee on Radio in the new *Plans of Work of National Chairmen* and are particularly urged to bring the various suggestions to the attention of their local chairmen. The bibliography and sources of information listed in the plan of work for the Radio Committee will be extremely valuable in organizing your activities for the coming year.

### A Seminar and Its Report

AMONG the objectives established for this committee by the National Congress is the encouragement of new uses of radio for education. Last summer the Rockefeller Foundation invited a group of sixty prominent radio educators to meet at the University of Illinois for the purpose of studying all phases of the broadcasting art in terms of their implications for education. Participating in the international seminar were radio broadcasters from Denmark, the Philippines, Korea, Japan, and Great Britain.

I had the good fortune of being present at this important meeting for two weeks of intensive study and discussion. The final report of the seminar is a document that should interest every P.T.A. member in the nation. In defining the functions and responsibilities of an educational institution, the report has this to say:

The present-day university must acknowledge that it cannot . . . be merely a storehouse of accumulated knowledge where young people come to make selections off the shelves. True, it must enjoy some detachment in order that certain kinds of thinking can be carried on, free from the pressure of necessity of action. At the same time

it must function as a part of the ongoing society that sustains it. It must share its talents, knowledge, and understanding not only with its students but with people generally, who look to a university for guidance and wisdom in meeting the world's problems. It must supply the standards and principles for the critical evaluation of life.

If the parent-teacher association is to have any responsibility for making use of radio as an educational tool, here certainly is a challenge. Each of us should examine our efforts in educational broadcasting to make certain that our programs not merely *give* facts but *interpret* those facts. *Why* is one of the most important words of this age, and *where* is equally important if radio is to be more than a collection of undigested data.

The seminar report continues as follows:

With the same sense of responsibility to the community, modern elementary and secondary schools are seeking to provide expanded services. Knowing that schooling for most Americans ends before or at the time of high school graduation, schools recognize that their responsibility extends beyond teaching basic learning skills, preparation for active citizenship, and instruction in vocational skills. They realize that the satisfactory adjustment of most adults depends upon the interpretations, the appreciations, the social attitudes, and the self-knowledge which result from early educational experiences. Consequently they study the needs of their communities and adjust their programs accordingly—altering buildings, revising curriculums, hiring specialized teachers, and extending extracurricular activities, in addition to offering special adult education classes.

### A Force for Truth

THE educator and the educational broadcaster have attempted for years to discover a practical statement of their aims and purposes. Here is the definition submitted by members of the international radio seminar:

The educator is a servant of the people entrusted with the operation of educational agencies set up by society for a twofold purpose: first, for perpetuating the attained stage of social progress by handing on the best in the established patterns of thought; and, second, for preparing the way for the orderly correction of recognized



shortcomings of human society. The educator's problem is that of holding fast to that which is true and of good report, while ever encouraging the fearless searching and sifting by which alone truth can be found.

In this sense the educational broadcaster is likewise, or should be, both custodian and explorer. The parent-teacher association on the radio is also a custodian of the home and the school as we know them today and an explorer into those new, unmapped areas where the family, the community, and the classroom can discover their greatest potentialities.

Broadcasting [the report continues] is the most economical, flexible, and convenient medium to which the educator has access. Here is a means of reaching quickly and repeatedly large numbers of people. Here is an open door into the homes of people of all types, young and old, plain and sophisticated, schooled and unschooled. Here is an instrument touching many who are intellectually and emotionally starved, and many more who are not fully aware of their needs. Here is a means of approach to various publics, to people dispersed over wide areas. Here is a point of contact with those who are unable to find enough that is serious and significant in a broadcasting service that concentrates on entertainment. And here are neglected fields of human thought and activity—political understanding, mental health, child development, and the whole area of human adjustment—where the ground is virtually unbroken or uncultivated.

I have borrowed at length from this report because of its tremendous significance for educational broadcasting. All of us who attended the University of Illinois seminar went away humbled by our responsibilities and our as-yet-unrecognized obligations, even though every one of us was a seasoned veteran in the service of educational radio.

### A Theme for Activity

STATE chairmen of radio would do well to discover what is now being accomplished in their own localities toward the use of radio as a truly educational medium. Too often the best of our efforts are concerned with trivialities. The National Congress has adopted for the new administration a theme of immense import for the future: "The Citizen Child—His Destiny, a Free World." Let this be the theme of our radio broadcasting activities. Surely with imagination and thoughtful planning we can contribute much toward an understanding of child life and family life through the intelligent use of radio. A minute on the radio is never a mere sixty seconds. It is a vital segment in the lifetime of each listener. Let's not waste it!

The promised list of committee-recommended children's programs has not been forgotten, only postponed. A happy and blessed Thanksgiving to all of you.

## THE MATURE MIND:

### Manual for Our Time

SELDOM, if ever, has a book been more deserving of the instant applause with which it was greeted than has Harry A. Overstreet's *The Mature Mind*, published by W. W. Norton, New York. The distinguished success of this book will be easily understood by parent-teacher members who know Dr. Overstreet as one of the most brilliant, compassionate, and provocative of modern philosophers. They know him, too, as one who believes so wholeheartedly in the parent-teacher movement that he collaborated with his wife on *Where Children Come First*, a social history of that movement.

*The Mature Mind* is treasure indeed, treasure about the mind for every mind that seeks to become mature. Pointing out that the idea of maturity is not something that has come out of whole cloth, Dr. Overstreet gives us first of all the basic insights which go into the making of a mature person. Next he sets forth the criteria of maturity, the linkages with life that are essential to our mental, social, and emotional development.

A sharp blow is struck at those who still think they can isolate themselves from human fellowship. "To mature . . . is progressively to accept the fact that the human experience is a shared experience; the human predicament, a shared predicament. A person remains immature, whatever his age, as long as he thinks of himself as an exception to the human race."

But this truth as well as others we have long known. Why, then, he asks, have we failed to act upon them—when such failure has repeatedly brought down upon us the blight of war, oppression, and economic privation? Many have pondered this perplexing question, but Dr. Overstreet goes straight to the answer: "A mature truth told to immature minds ceases, in those minds, to be the same mature truth. Immature minds take from it only what immature minds can assimilate."

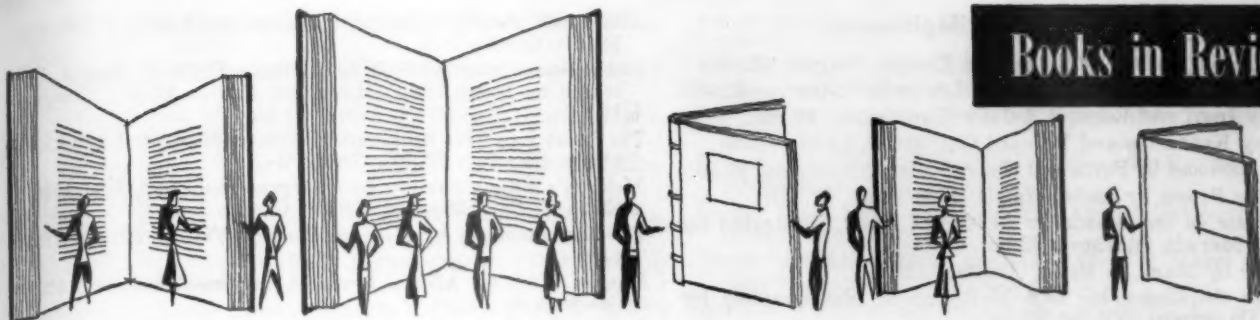
Succeeding chapters deal with the doctrines and forces that shape us, indicating how they help or hinder our maturity. John Dewey, Adam Smith, Nietzsche, Hegel, William James—these and other contributors to nineteenth-century thought are examined to show how each has added to or subtracted from the idea of maturity. The effect of business, industry, politics, and government—along with those giants of communication, the press, the radio, and the motion picture—is carefully evaluated.

The three all-powerful influences that play the principal role in shaping our maturity are the home, the school, and the church. "Nowhere in our culture is there an institution that can, more variously and deeply, serve the needs of our maturing than can the home." Parent education groups will do well to study and adopt Dr. Overstreet's suggestions for creating a home that is truly a "place for growing." With regard to our schools, their basic purpose is to stimulate thought. But how many schools concern themselves with instilling in their charges the habits of cooperation and civic obligation? How many curriculums make provision for giving youth a creative approach to life? Unfortunately not very many.

As for the church, Dr. Overstreet bids us look at our religion in terms of whether it is a religion of taboo or one based on the principles of love and unity. "Differences of outer form make no real difference if at the heart of each religion there is belief that man is a creature of dignity whose proper destiny is to grow into maturity of selfhood." The final chapter tells us what we can do as individuals to practice maturity and enjoy it as long as we live.

*The Mature Mind* is a magnificent manual for our time. Packed into it is a lifetime of systematic research, yet the result is a work so clear and readable that no intelligent person can fail to profit immeasurably from its pages. The book is not only recommended reading; it is required reading for every human being who wishes to grow up—all the way up—into the richness and fullness of maturity.

—EVA H. GRANT



## THE CURRENT LITERATURE OF CHILDHOOD

RUTH GAGLIARDO

National Chairman, Committee on Reading and Library Service

**M**AKE FRIENDS WITH BOOKS" is the happy slogan of the thirty-first annual observance of Children's Book Week in America, November 13-19. Its simultaneous celebration in countries all around the globe—in England, Africa, China, Syria, Italy, Japan, to name but a few—brings more than a hint of the fulfillment of our pledge to children: "The Citizen Child—His Destiny, a Free World."

Some of our children, citizens already of what Paul Hazard so aptly called "the universal republic of childhood," have long shared with children of many lands their older favorite storytellers—Grimm, Andersen, Defoe. These and other classics are read wherever there are books for children. Even naughty Peter Rabbit slips under Mr. McGregor's gate in Holland, in France, in Germany, in Italy, in Spain, in Sweden, and in Wales!

A recent collection of current books in translation has attracted children of all ages: Elizabeth Grey's *Sandy* in Japanese, Robert Lawson's *Rabbit Hill* in Norwegian, Kate Seredy's *Good Master* in Afrikaans. "Do *they* like these too?" the children exclaim in pleased surprise. May not the knowledge that young Afrikanders also revel in tomboy Kate's exploits make the once "dark continent" seem less dark—and quite a little nearer?

Fortunately we have stories today of children in almost every country, stories created by artists and writers of integrity to give young readers pleasure as well as understanding. For we dare underestimate no longer the importance of joy in reading, as witness the tremendous interest in the comics. If we would have fewer comics we must make easily available the really fine and exciting books that growing children demand and

are entitled to have, books of adventure, mystery, sports, biography, science—all the subjects that capture and hold a child's interest.

We must also recognize our own responsibility to give the child guidance and direction, which means, especially in the earlier years, *sharing books*. Reading together brings its own rich reward to parent as well as child. It brings happy memories, a common background of experience, the revelation of universal truths that good books offer regardless of the age group for which they are intended.

Few homes can supply all the books demanded by the eager young reader. Whether his needs are met at the corner drugstore or newsstand, at the public school or library, will depend upon whether or not the adults who make up the child's world believe that books are important.

Listed below are many of the season's best books. Grade levels are included but as suggestions only, since children in the same grade often differ greatly both in their reading ability and in their interest.

### Picture Books

- The Box with Red Wheels* by Maud and Miska Petersham (Macmillan, \$1.50).
- Cowboy Small* by Lois Lenski (Oxford, \$1.00).
- The Happy Day* by Ruth Krauss, illustrated by Marc Simont (Harper, \$1.50).
- How Many Kisses Good Night* by Jean Monrad (Scott, \$1.00).
- Kiki Dances* by Charlotte Steiner (Doubleday, \$1.25).
- Little Wild Horse* by Hetty B. Beatty (Houghton Mifflin, \$2.00).
- My World* by Margaret Wise Brown and Clement Hurd (Harper, \$1.75).
- 900 Buckets of Paint* by Edna Becker, illustrated by Margaret Bradfield (Abingdon-Cokesbury, \$1.50).
- Picnic Woods* by Lilian Robertson (Harcourt, Brace, \$2.00).
- Poppet* by Margot Austin (Dutton, \$1.25).
- Thistly B* by Tasha Tudor (Oxford, \$1.50).



## Easy Books for Beginners

- Cocolo Comes to America* by Bettina Ehrlich (Harper, \$2.50).  
*Deborah's White Winter* by Eleanor Lattimore (Morrow, \$2.00).  
*Foxie* by Ingri and Edgar d'Aulaire (Doubleday, \$2.00).  
*Hodie* by Katharine and Bernard Garbutt (Aladdin, \$1.75).  
*Little Appalloosa* by Berta and Elmer Hader (Macmillan, \$2.50).  
*Little Boy Brown* by Isobel Harris (Lippincott, \$1.75).  
*Schoolhouse in the Woods* by Rebecca Caudill, illustrated by Decie Merwin (Winston, \$2.00).  
*Seatmates* by Mary K. Reely (Watts, \$2.00).  
*Sleepy to the Rescue* by Bob McReynolds, photographed by Roy Davenport (Viking, \$1.50).  
*The Smallest Boy in the Class* by Jerrold Beim (Morrow, \$2.00).  
*Song of the Swallows* by Leo Politi (Scribner's, \$2.00).  
*Tyke, the Little Mutt* by Dorothy L'Hommedieu, illustrated by Marguerite Kirmse (Lippincott, \$2.00).  
*The Wild Birthday Cake* by Lavinia Davis, illustrated by Hildegard Woodward (Doubleday, \$2.50).  
*Winter Comes to Meadow Brook Farm* by Katherine Keeler (Nelson, \$2.00).

## Animal Stories

- The Black Stallion and Satan* by Walter Farley (Random House, \$2.00). Grades 6-10.  
*Cedar's Boy* by Stephen W. Meader, illustrated by Lee Townsend (Harcourt, Brace, \$2.50). Grades 7-9.  
*The Ghost Mare* by David Grew (Coward-McCann, \$2.75). Grades 7-9.  
*Jenny's Moonlight Adventure* by Esther Averill (Harper, \$1.50). Grades 2-4.  
*Kalak of the Ice* by Jim Kjelgaard (Holiday, \$2.50). Grades 6-8.  
*Kentucky Derby Winner* by Isabel McMeekin (McKay, \$2.50). Grades 6-10.  
*Kildee House* by Rutherford Montgomery, illustrated by Barbara Cooney (Doubleday, \$2.50). Grades 5-8.  
*Kristie and the Colt* by Emma L. Brock (Knopf, \$2.00). Grades 2-4.  
*Lucky Mischief* by Mebane H. Burgwyn (Oxford, \$2.50). Grades 5-8.  
*National Velvet* by Enid Bagnold, new edition, illustrated by Paul Brown (Morrow, \$3.00). Grades 7-10.  
*Ranger, Dog of the Forest Service* by Colonel S. P. Meek (Knopf, \$2.50). Grades 6-8.  
*Sea Star: Orphan of Chincoteague* by Marguerite Henry, illustrated by Wesley Dennis (Random House, \$2.75). Grades 5-7.  
*The Silver Quest* by Elizabeth B. Meigs, illustrated by Frederick C. Chapman (Bobbs-Merrill, \$2.50). Grades 5-7.  
*Silver Spurs for Cowboy Boots* by Doris Shannon Garst (Abingdon-Cokesbury, \$2.00). Grades 4-6.  
*The Wonderful Poodle* by Ilse Bischoff (Crowell, \$2.25). Grades 3-5.

## Fun and Laughter

- The Fabulous Flight* by Robert Lawson (Little, Brown, \$2.50). Grades 4-7.  
*Freddy Plays Football* by Walter R. Brooks, illustrated by Kurt Wiese (Knopf, \$2.50). Grades 4-6.  
*Herman, the Brave Pig* by Miriam E. Mason, illustrated by George and Doris Hauman (Macmillan, \$1.50).  
*More Chucklebait: Funny Stories for Everyone*, selected by Margaret C. Scoggin (Knopf, \$2.50). Grades 7-10.  
*Mrs. Piggle-Wiggle's Magic* by Betty MacDonald, illustrated by Kurt Wiese (Lippincott, \$2.00). Grades 3-5.

## In America Today

- The Bells of Bleecker Street* by Valenti Angelo (Viking, \$2.50). Grades 4-7.  
*The Canvas Castle* by Alice Rogers Hager, illustrated by Mary Stevens (Messner, \$2.50). Grades 5-7.  
*Cotton in My Sack* by Lois Lenski (Lippincott, \$2.50). Grades 5-7.  
*The Davenports and Cherry Pie* by Alice Dalgliesh, illustrated by Flavia Gág (Scribner's, \$2.50). Grades 4-6.

- Eddie and the Fire Engine* by Carolyn Haywood (Morrow, \$2.00). Grades 2-4.  
*The House Under the Hill* by Florence Crannell Means, illustrated by Helen Blair (Houghton Mifflin, \$2.50). Grades 7-10.  
*The Latch Key Club* by Eleanor Clymer, illustrated by Corinne Dillon (McKay, \$2.50). Grades 5-7.  
*Melindy's Happy Summer* by Georgene Faulkner, illustrated by Elton C. Fax (Messner, \$2.50). Grades 3-5.  
*The Merriweathers* by Marjorie Torrey (Viking, \$2.50). Grades 4-6.  
*Peggy's Wish* by Alletta Jones (Abingdon-Cokesbury, \$2.00). Grades 4-6.  
*Trigger John's Son* by Tom Robinson, new edition, illustrated by Robert McCloskey (Viking, \$2.50). Grades 5-9.

## Boys and Girls in Other Lands

- Anabel's Windows* by Agnes Danforth Hewes, illustrated by Kurt Wiese (Dodd, Mead, \$2.50). Syria. Grades 3-5.  
*At the Palace Gates* by Helen Rand Parish, illustrated by Leo Politi (Viking, \$2.00). Peru. Grades 4-7.  
*Bush Holiday* by Stephen Fennimore, illustrated by Ninon MacKnight (Doubleday, \$2.50). Australia. Grades 5-8.  
*Elephant Boy of the Teak Forest* by Phyllis A. Sowers (Messner, \$2.50). India. Grades 6-8.  
*The Forbidden Forest* by Darrell Berryman, photographs by John Dominis (John Day, \$2.50). Japan. Grades 4-6.  
*Jan's Victory* by Betty M. Bowen (Longmans, Green, \$2.50). Holland. Grades 7-9.  
*Little Flute Player* by Jean Bothwell, illustrated by Margaret Ayer (Morrow, \$2.00). India. Grades 4-6.  
*Little Girl from the City* by L. Voronkova, translated by Josef Berger (Little, Brown, \$2.00). Russia. Grades 5-7.  
*Moro Boy* by Lysle Carveth, illustrated by Anne Vaughan (Longmans, Green, \$2.50). The Philippines. Grades 5-7.  
*Primitive and His Dog*, story and photographs by Gloria Hoffman (Dutton, \$2.50). Mexico. Grades 2-4.  
*The Runaway Apprentice* by Margery Evernden, illustrated by Jeanyee Wong (Random House, \$2.50). China. Grades 5-7.  
*A Summer To Remember* by Erna M. Károlyi (Whittlesey, \$2.00). Switzerland. Grades 4-6.  
*The Talking Tree* by Alice Curtis Desmond (Macmillan, \$2.50). Alaska. Grades 7-9.  
*The Watch-Goat Boy* by Gertrude J. Rinden (Friendship Press, \$1.50). China. Grades 3-5.

## Historical Fiction

- Battle Lanterns* by Merritt P. Allen (Longmans, Green, \$2.50). Grades 7-9.  
*Black Falcon* by Armstrong Sperry (Winston, \$2.50). Grades 7-10.  
*The Door in the Wall* by Marguerite de Angeli (Doubleday, \$2.50). Grades 5-7.  
*Footprints of the Dragon* by Vanya Oakes (Winston, \$2.50). Grades 7-9.  
*Keep the Wagons Moving!* by West Lathrop (Random House, \$2.75). Grades 6-9.  
*Prairie Printer* by Marjorie Medary (Longmans, Green, \$2.75). Grades 7-9.  
*The Rebel and the Turncoat* by Malcolm Decker (Whittlesey, \$2.50). Grades 7-10.  
*The Secret Valley* by Clyde R. Bulla, illustrated by Grace Paul (Crowell, \$2.25). Grades 3-5.  
*Shadow of the Hawk* by Geoffrey Trease (Harcourt, Brace, \$2.50). Grades 7-10.  
*Tree of Freedom* by Rebecca Caudill (Viking, \$2.50). Grades 6-9.  
*Wronghand* by Geraldine Wyatt (Longmans, Green, \$2.50). Grades 6-9.

## Mystery and Adventure

- Amazon Adventure* by Willard Price (John Day, \$2.50). Grades 7-10.  
*Cruise of the Jeannette* by Captain Edward Ellsberg (Dodd, Mead, \$2.75). High school.

*The Cruise of the "Maiden Castle"* by David Severn (Macmillan, \$2.50). Grades 5-8.  
*The End of Black Dog* by David W. Moore (Crowell, \$2.75). Grades 6-9.  
*The Galleon from Manila* by Edith T. Hurd (Oxford, \$2.50). Grades 7-10.  
*The Green Ginger Jar* by Clara I. Judson (Houghton Mifflin, \$2.50). Grades 5-8.  
*Jeff White, Young Woodsman* by Lew Dietz (Little, Brown, \$2.50). Grades 7-10.  
*The Mysterious Sailor* by Felix Riesenberg, Jr. (Dodd, Mead, \$2.50). High school.  
*Mystery of the Eighth Horse* by Martha L. Poston (Nelson, \$2.50). Grades 7-9.  
*The Otterbury Incident* by C. Day Lewis (Viking, \$2.00). Grades 5-8.  
*Smoke Patrol* by M. M. Atwater (Random House, \$2.50). Grades 7-10.  
*Sword in Sheath* by André Norton (Harcourt, Brace, \$2.50). Grades 7-10.  
*Treasure Mountain* by Evelyn S. Lampman, illustrated by Richard Bennett (Doubleday, \$2.50). Grades 5-8.

### Stories for Older Girls

*And Both Were Young* by Madeleine L'Engle (Lothrop, \$2.50).  
*Another Spring: The Story of Lady Jane Grey* by Katherine W. Eyre (Oxford, \$2.50).  
*Come Be My Love* by Lavinia Davis (Doubleday, \$2.50).  
*Kathie, the New Teacher* by Lucile G. Rosenheim (Messner, \$2.50).  
*North Winds Blow Free* by Elizabeth Howard (Morrow, \$2.50).  
*Paintbox Summer* by Betty Cavanna (Westminster, \$2.50).  
*Practically Seventeen* by Rosamond du Jardin (Lippincott, \$2.50).  
*Sarah* by Marguerite Harmon Bro (Doubleday, \$2.50).

### Sports Stories for Older Boys

*Blackboard Magic* by Howard M. Brier (Random House, \$2.50).  
*Fighting Southpaw* by Richard T. Flood (Houghton Mifflin, \$2.25).  
*Flashing Spikes* by Frank O'Rourke (Barnes, \$2.50).  
*Flying Tackle* by Wilfred McCormick (Putnam's \$2.00).  
*Hit and Run* by Duane Decker (Mill-Morrow, \$2.50).  
*Johnny King, Quarterback* by Jackson Scholz (Morrow, \$2.50).  
*Punt Formation* by Philip Harkins (Morrow, \$2.50).  
*Rose Bowl All-American* by C. Paul Jackson (Crowell, \$2.50).  
*Stretch Smith Makes a Basket* by Colin Lochlons (Crowell, \$2.25).  
*Young Razzle* by John R. Tunis (Morrow, \$2.50).

### Biography and History

*Albert Einstein: A Biography for Young People* by Catherine Owens Peare (Holt, \$2.50). High school.

*American Adventure* by Broadus Mitchell (Harper, \$2.50). High school.  
*America's Ethan Allen* by Stewart Holbrook and Lynd Ward (Houghton Mifflin, \$2.50). Grades 5-8.  
*The Best in Baseball* by Robert H. Shoemaker (Crowell, \$2.50). High school.  
*General Eisenhower, Soldier of Democracy* by Kenneth S. Davis (Doubleday, \$1.00). Grades 7-9.  
*George Washington* by Genevieve Foster (Scribner's, \$2.00). Grades 4-6.  
*Harriet Beecher Stowe: Connecticut Girl* by Mabel Widdemer (Bobbs-Merrill, \$1.75). Grades 3-5.  
*His Country Was the World: A Life of Thomas Paine* by Hildgarde Hawthorne (Longmans, Green, \$2.50). High school.  
*The Lees of Arlington* by Marguerite Vance (Dutton, \$2.50). Grades 6-8.  
*Nehru's Story* by Shakuntala Masani (Oxford, \$2.50). Grades 6-8.  
*The Story of Franklin D. Roosevelt* by Marcus Rosenblum (Simon and Schuster, \$1.50). Grades 7-9.  
*The Story of Phillis Wheatley* by Shirley Graham (Messner, \$2.75). High school.  
*The Youngest General: A Story of Lafayette* by Fruma Gottschalk (Knopf, \$2.50). Grades 7-9.

### Science

*First Book of Bugs* by Margaret Williamson (Watts, \$1.50). Grades 4-6.  
*How To Know the Birds* by Roger T. Peterson (New American Library, 35 cents). All ages.  
*Let's Go to the Desert* by Harriet E. Huntington (Doubleday, \$2.50). Grades 3-5.  
*Picture Book of the Earth* by Jerome S. Meyer, illustrated by Richard Floethe (Lothrop, \$2.00). Grades 3-6.  
*Snakes* by Herbert S. Zim, illustrated by James G. Irving (Morrow, \$2.00). Grades 4-6.  
*Sphinx: The Story of a Caterpillar* by Robert M. McClung (Morrow, \$2.00). Grades 2-4.  
*Television Works Like This* by Jeanne and Robert Bendick (Whittlesey, \$1.75). Grades 6-9.  
*You and Atomic Energy* by John Lewellen, illustrated by Lois Fisher (Childrens Press, \$1.50). Grades 6-9.

### Verse

*Bridled with Rainbows*, compiled by Sara and John E. Brewton, illustrated by Vera Bock (Macmillan, \$2.75). Kindergarten to Grade 6.  
*The Little Hill* by Harry Behn (Harcourt, Brace, \$2.00). Grades 3-6.  
*The Little Whistler* by Frances Frost, illustrated by Roger Duvoisin (Whittlesey, \$2.00). Grades 3-4.  
*A Rocket in My Pocket*, compiled by Carl Withers, illustrated by Susanne Suba (Holt, \$3.50). Grades 4-8.

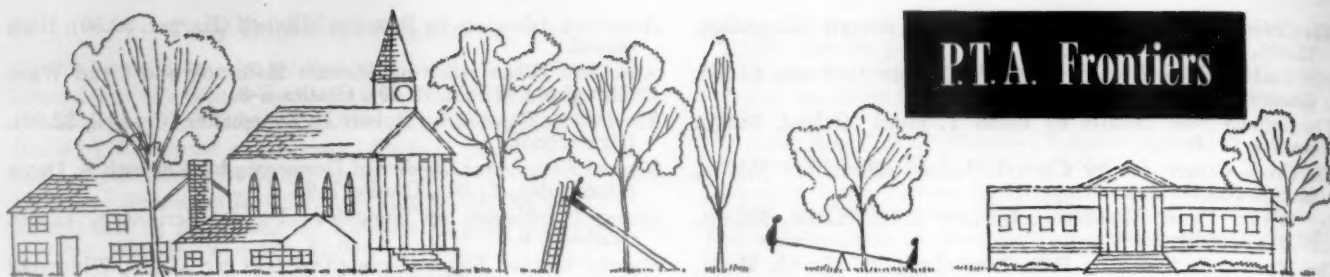
## THE MIDCENTURY WHITE HOUSE CONFERENCE ON CHILDREN AND YOUTH

Today there are forty-six million children under eighteen years of age in the United States. If the wealth of a nation is counted in children, then our country is richer than ever before in its history. It is fitting, therefore, that the Midcentury White House Conference on Children and Youth will have as its guiding purpose the question of "how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship."

This White House Conference, fifth in a series called by presidents of the United States each decade since 1909, will be held in Washington the week of December 3, 1950. A national committee of fifty-two leading citizens will direct its work. Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, serves on this committee and is also a member of the executive committee for the conference.

Information on conditions affecting America's children, together with recommendations for constructive action, is now being assembled by citizen groups in the various states. With this preparatory work behind them, the conference delegates will devote their full attention to analyzing the facts and to drawing up plans of far-reaching importance to the nation as a whole.





## Thanksgiving in the Earliest Tradition

**C**OULD you possibly send us some old toys for boys and girls who have never experienced the joy of owning a single plaything, some bundles of old clothes for youngsters who have only one outfit to wear day in and day out? And could you please include a few packages of paper and boxes of crayons for our sixty pupils who *love* to color? None of our students owns a comb, not many have toothbrushes, and there are exactly one towel and one pencil for each of them."

Most of us could hardly believe what we were hearing when this appeal from the Sanostee School on the Navaho Indian Reservation at Toadlena, New Mexico, was read at a meeting of the Sheridan P.T.A. in San Francisco. Right here in the western part of our own United States, in the fall of 1948, were children who had never seen a book, a chair, or a desk before they came to the Sanostee School. It was a boarding school, and little girls from six to twelve were happy to sleep two or three to a single bed on a lumpy, worn-out, filthy mattress. They had never known pillows or sheets.

Yet that letter contained an accurate description of life on the reservation. It was written to us by Mrs. Dorothy Holley, who had been an active member of our P.T.A. before she and her husband quietly left their comfortable San Francisco home to become government teachers and do their favorite kind of work—helping miserably poor, eager-to-learn children get an education. Once in Sanostee School this couple discovered that all the materials they needed could be selected from the requisition catalogue. "But," wrote Mrs. Holley, "the budget for the school was so hopelessly inadequate that there wasn't enough money to buy even the most essential items—textbooks, for instance."

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Looking over the toys to be sent to the Navaho children is little Kittie Henthorne, whose mother was chairman of the collection drive held during Thanksgiving week. With her are Mrs. Lavern Pitcock and Mrs. Harry Hastie, two of the members who took an active interest in this Sheridan P.T.A. project.

### A Project Is Born

**E**VERY one of us—mothers, fathers, and teachers—at that meeting felt that we had to do something for those children. We immediately decided that Thanksgiving week would be an excellent time for a collection drive to secure all the food, clothing, medicine, school supplies, and toys we possibly could. We would place the emphasis on sharing what we had with the Navahos, just as the colonists had shared their feast with the Indians more than three hundred years before.

The response to our drive exceeded all our expectations. The local papers gave excellent publicity to the project, urging everyone in the city to make a contribution. Altogether our unit received one thousand pounds of supplies and a cash donation of twenty-five dollars to help defray freight expenses.

In addition, dozens of people sent packages direct to Gallup, New Mexico, the nearest express office to the Sanostee School. The stationmaster at Gallup offered to see that the parcels were taken to the Holleys' door, even though it meant a trip of one hundred and forty miles for the deliveryman.

The Ocean View District Bluebirds (younger



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Camp Fire Girls) and a Camp Fire group at Miraloma Park wanted to do their bit, too. So on Halloween they rang doorbells as usual, but instead of the traditional "trick or treat" they asked for something to send the Navaho children.

A former nurse called on many doctors and nurses, requesting money to buy desperately needed medical supplies. An employee of a San Francisco club collected more than sixty dollars to buy candy, nuts, and dried fruits. He had traveled through the Navaho country himself, and he knew how miserable were the living conditions on the reservation.

### A Double Festivity

WHEN the avalanche of parcels started to descend upon Mr. and Mrs. Holley, they had to do some quick thinking. Would they divide up all the gifts as they came in, or would they set aside some of the toys and give them to the children at Christmas? The last idea seemed better. Consequently the warm underwear, skirts, shirts, suits, sweaters, coats, shoes, books, sheets, and some of the playthings we had sent were distributed right away. The rest of the toys—the prettiest dolls, the balls, the biggest toy airplanes and cars—were hidden away until the school Christmas party.

"I'm sure our pupils were the most amazed group that ever attended such an affair," Mrs. Holley told us later. "The room became as quiet as a tomb when a wonderful Santa Claus (my brother) started to give out the packages. It wasn't until the initial shock of receiving the gifts had worn off that the boys and girls began to talk and laugh like normal, noisy children. Never before had any one of them had so much to call his own.

"Because you folks in San Francisco were so generous, we in turn were able to give toys to children in three other schools and to send crayons to the boys and girls attending still another."

But the Holleys weren't satisfied with planning festivities and surprises for the students. They wanted the grownups and the preschoolers on the reservation to have a little pleasure, too. So they arranged a community party on December 24. By party time that afternoon three hundred and fifty men, women, and youngsters were lined up outside the one-room church across the road from the school, waiting to find seats on the floor. The first wagonloads of guests had arrived at nine in the morning, four hours early.

Again the bundles we had sent this indefatigable team of teachers provided the Christmas presents. For each of the women there was a purse containing a bar of soap, a comb, a scarf, a mirror, and some old pieces of costume jewelry. They were all thrilled with the gifts. Each of the men

received a pocket comb, pencils and a tablet, and a special package that contained either a billfold, tobacco, handkerchiefs, or an initial ring. The children were given three presents apiece—a stuffed animal, a doll, and a small metal toy. And for everyone there were big sacks of candy and nuts.

### The District Takes Over

OF course we of the Sheridan P.T.A. were delighted that our efforts were responsible for spreading so much holiday happiness. We realized, however, that our assistance was purely temporary and that the job of giving adequate permanent help to these native Americans was a bigger task than we could possibly handle alone.

At the present time a high percentage of Navahos show positive tuberculosis. Cases of diphtheria and typhoid are common, and trachoma is prevalent. Nearly every child at the Sanostee School arrived with lice, scabies, itch, or the malnutrition sores that result from a diet of fried native bread, fried potatoes, and a little corn and mutton. Water is so scarce on the reservation that the Indians travel many miles in their wagons to fill a few barrels. The drinking water at the Sanostee School came from an old well that the government had bought. There was a supposedly foolproof apparatus for separating the oil from the water, but often as not the "water" ran black and thick from the faucet.

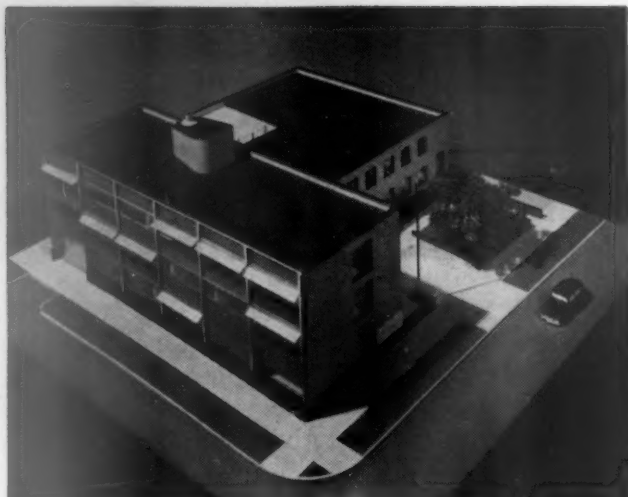
As a first step toward making some long-range plans for correcting such conditions, we joined with the Sanchez P.T.A. to ask that our Second District investigate the plight of these children and find the best ways to help them. The district took action on our request at the Founders Day meeting.

There it was voted (1) to appoint a committee of three to study conditions on the reservations, so that contributions made by any of the units could be used most effectively; (2) to set up a collection center in the Second District office for contributions from units or individuals; (3) to send a letter to the California Congress requesting information on any steps taken, nationally or by the state, for the relief of Navaho children; and (4) to urge the enactment of an intelligent, far-reaching program of rehabilitation.

Already some action has been taken, and there is promise that aid will be forthcoming. The Sheridan Parent-Teacher Association feels confident that its project has been passed into capable hands, and it will cooperate most heartily to see that the children of the Navahos are given all the privileges and benefits to which they, as Americans, are entitled.

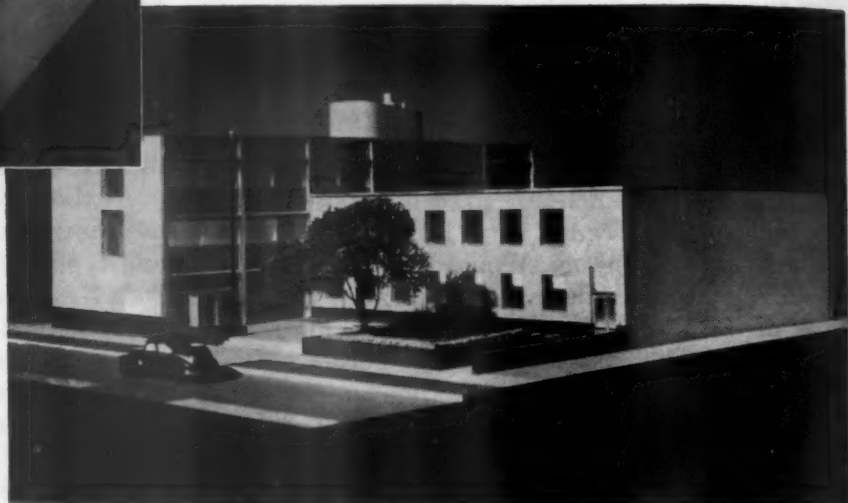
—MRS. FRED BARTON,  
MRS. J. P. HENTHORNE, and MRS. R. W. NIEMI





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Above, model of the new headquarters building as seen from the southeast. The main entrance is on the east across the landscaped terrace. The view at the right shows the east and north walls of both wings.



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**A**DREAM is about to come true. For fifty-two years parent-teacher members have hoped and planned for the day when the National Congress of Parents and Teachers would have a home of its own. Now at last that day has come. The site has been selected and an option taken on it. The architect's blueprints have been approved. In a few short months workmen will begin to build the organization's permanent headquarters.

Delegates to the annual convention held at St. Louis in May 1949 voted to authorize the purchase of land and the drawing up of plans for a national headquarters. This structure will stand as a living memorial to the countless parent-teacher members who have served the needs of childhood over the years. It is being hailed as the first building in the world dedicated entirely and exclusively to the combined concerns of parent education and child welfare.

The plot of eleven thousand square feet that has been chosen for the new headquarters site is desirably located on Chicago's near north side adjacent to a number of other educational and publishing organizations. The architect's design, drawn after careful study of the present and future needs of the National Congress, calls for a completely modern three-story building of granite, limestone, and glazed brick with stainless steel trim. The proposed building will consist of two wings, one for the administrative staff and their assistants and the other for the use of the production department. Two additional floors can easily be built later above the administration wing if further expansion becomes necessary.

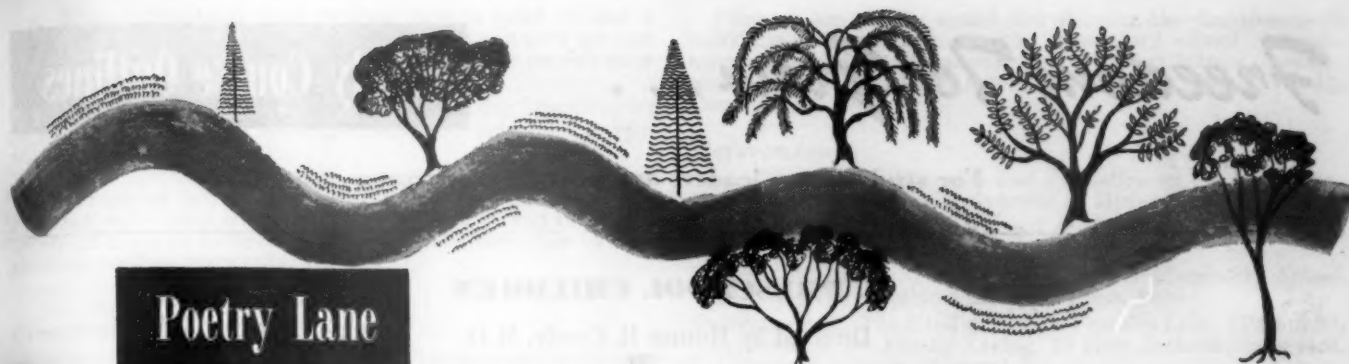
For the first time in the history of the Congress the editorial, production, circulation, and shipping activities

connected with the *National Parent-Teacher* and the numerous other parent-teacher publications will have ample space and convenient facilities. In fact, all the work of the National Office that is now carried on in overcrowded rooms at 600 South Michigan Boulevard, Chicago, will be transferred to the new building.

Offices for the president and conference rooms for the use of the Executive Committee, National Board members, and other groups will be provided. In addition a reference library will contain the historical records of the organization as well as current literature in the many fields of parent-teacher interest.

**T**HE visitor to the headquarters of the National Congress will approach the main entrance on Rush Street across a landscaped terrace and enter into a high-ceilinged foyer. There he may sit down in a comfortable waiting lounge or stop to read the memorial tablets to past parent-teacher leaders and examine the exhibits of parent-teacher work on display. He will undoubtedly be favorably impressed by the attractive simplicity of the interior, the excellence of the lighting, and the effective soundproofing that keeps noise at a minimum.

But like other new homes throughout the land this one must be paid for. A million dollars is needed. Already state congresses and local parent-teacher associations are planning ways and means to carry their share of the financial responsibility. Readers who are parent-teacher members will give through their local P.T.A.'s. Others who would like to help—no contribution is too small—may send check or money order to Mrs. James Fitts Hill, chairman, Headquarters Committee, National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois.



## Poetry Lane

### Anna Panana

Anna Panana  
 Pudding and pie  
 Has to stay in,  
 And we think we know why  
 Anna Panana  
 Loses her clothes,  
 Leaves her belongings  
 Wherever she goes,  
 Can't find her rubbers—  
 "They're stolen," she said—  
 And where's her blue sweater?  
 Where is her head?  
 Is it fastened on good?  
 Does it work as it should?  
 I'm certain she'd lose it  
 If she possibly could!

Anna Panana  
 Is six, I suppose.  
 Or maybe she's seven.  
 Nobody knows.  
 For at times she acts one,  
 And at times she acts two.  
 Can't find her shoelace;  
 Can't find her shoe;  
 Has to stay in  
 When it rains or it snows.  
 Anna Panana  
 Loses her clothes!

—DOROTHY COWLES PINKNEY

### Gold-starred

They hoard no bitterness below  
 The frosts and quiet flocks of snow;  
 They do not hear green legions come  
 With song for life and blood for drum;  
 Nor see stiff sunbeams bound in sheaves,  
 And ragged vagrancies of leaves.  
 These they have lost, as skies forget  
 Vast splendors when the sun has set.  
 Forgetfulness is forgiving:  
 They love all things alive  
 Who have hidden the honey of living  
 In the dark of the deep, warm hive.

—LOYD HABERLY

### Training Camp Revisited

On these once fruitful acres of our land  
 The dead, deserted barracks naked stand,  
 Haunted by ghosts of men who were our sons  
 Who drilled, wrote home, and learned the use of guns;  
 Wrenched from the paths that they had held so dear,  
 Students of killing, graduates of fear.

Weed choked, this land lies sodden with the rains.  
 These rotting roofs and gaping window panes  
 Are obscene eyesores—blast them to the ground;  
 A plowshare, clean, run through the smoldering mound,  
 That these fields, barren now, may bear new grain . . .  
 God grant we shall not use them thus again.

—CLARKE OLNEY

### Columbus, Junior

The gleam of crystal candlesticks,  
 The silver, grown-up toys  
 Are locked behind a cabinet's glass  
 All safe from little boys.

And high upon a solid shelf  
 Are tinkly, fragile things;  
 While "No, no" marks the boundary  
 Brushed by enchanted wings . . .  
 My velvet dress is camouflaged  
 With apron, starched and bland,  
 And nicely smudge-resistant  
 To a pudgy little hand.

And soon I hurry him outside  
 Too busy to entice  
 In a world devoid of magic,  
 And of sharpness, and of spice . . .

But little hands probe memory-deep  
 And tolerate no lack.  
 He's touching velvet softness  
 On a caterpillar's back!  
 And little eyes are sharper than  
 The ordinary run;  
 For he's discovered crystal  
 In a puddle full of sun!

—JEANNE WESTERDALE



# Freedom To Grow...

## Study Course Outlines

For study group leaders and program chairmen

### I. PRESCHOOL CHILDREN

Directed by Hunter H. Comly, M.D.

#### • Learning To Live with People. (See page 4 of this issue.)

##### Comment

IN this month's article Miss Ross has clearly described the development of social behavior, emphasizing that a child learns it by example—first from the mother and later from the family and the neighborhood. Since *giving* and *receiving* are the two basic aspects of all human interaction, we can readily see that establishing this give-and-receive relationship *early* is of the utmost importance.

##### Pertinent Points for Discussion

1. When does the baby first begin to *receive* in a social situation? When does he first begin to *give*? What are some of the common disturbances that arise during the baby's early feeding period? How may the father help? How may the doctor help?

2. By the time the baby is three months old he gives a smile of recognition in return for happy social experiences with his parents. At this stage he is expected to give his time and energy to solving the problems of receiving food in a more mature way. How may his reception of food be influenced by the manner of giving it? How does he show his satisfaction or dissatisfaction?

3. When the baby is six months old he becomes increasingly better able to feed himself, independent of the intimacy that was once so necessary. By his first birthday he will, given a proper range of choices, have enough physical and psychological freedom to grow into the next important stage of social adjustment. What indications does the one-year-old give that he feels safe and relatively independent? How does his behavior at the dining table show that he has solved the social problems of giving and receiving? How does he tell us he has not solved them?

4. After his first year the toddler becomes more and more interested in the social problems of giving in the bathroom. Here in his toilet training he is gradually expected to give more and more successfully in return for what is given him. How may we expect him to feel about giving if his gifts are not regarded as acceptable? How may we expect him to feel if his gifts are too highly regarded? How can we tell when he has solved the major problems of giving in this situation?

5. Miss Ross points out that the older child is bound to feel jealous of the new baby. How does the "old baby" demonstrate these feelings? Suppose he doesn't show any obvious hostility to the new arrival; does this mean that he doesn't feel jealous? What and to whom must the older child give if he is to continue to receive satisfactorily? What disturbances in giving may the jealous child show? What disturbances in receiving?

6. Our article illustrates how necessary it is for a child to have a good dependent relationship with a grown-up leader if he is to develop the ability to get along with other children. How does this fact bear upon the problems of giving and receiving in the home? On the playground? In school? Of what significance is the leader's example?

7. Why is the feeling of security so tightly linked with the ability to get along with oneself and others? What kind of experiences help children to learn to trust people? What else can they be taught if they are to have a happy childhood and a mature adulthood? How may we afford the child freedom to grow, so that he will be able to give gracefully and experience the abiding satisfactions of brotherhood?

8. Contrast briefly the kind of environment that leads to wholesome social development with the kind that blocks this development.

##### Program Suggestions

SEVEN members of the study group who happen to be especially interested in the foundation and development of the child's social experience might form an informal round table. Each participant should prepare himself to discuss, for about three minutes, one of the numbered series of questions given above, through number 7. A part of this preparation should be to read as extensively as possible from the list of references. It would be effective to have a five-minute general discussion, or question-and-answer period, following each presentation instead of waiting until all the participants have finished.

At the close of the meeting, as a summary, the group leader could discuss point 8. Either a child psychologist, a child guidance specialist, or a pediatrician would be an excellent resource person for this meeting.

*Films:* Any of Dr. Arnold Gesell's child development series, especially *Early Social Behavior* (11 minutes, sound; Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois). Also *Children Growing Up with Other People* (23 minutes, sound; British Information Services, 30 Rockefeller Plaza, New York 20, New York).

##### References

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##### Articles in the National Parent-Teacher:

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### II. CHILDREN IN ELEMENTARY SCHOOL

Directed by Ralph H. Ojemann and Eva H. Grant

#### • School Reports and Reporters. (See page 22 of this issue.)

##### Pertinent Points for Discussion

1. Explain what Mrs. Paulson means by "Guidance is the report card's reason for being."

2. What stake do parents have in reports?

3. What is the most grievous defect in the traditional system of marking that educators have tried to overcome? Why is it so

important for the child's own ability to be used as the standard of his progress?

4. Why do some schools give two sets of marks, one based on grade standards and one on the individual child's ability?

5. In what other ways have up-to-date schools modified the traditional type of report card? What sound educational principles underlie these changes?

6. What information must parents have in order to read a child's report card intelligently? From whom can they get this information? What basic understandings must the teacher have if she is to do the best job of reporting?

7. Why does the author believe that "grade day" ought never to be "surprise day"? What psychological principles are involved here?

8. What system of reporting does your child's school use? Does the system help to bring about mutual understanding and cooperation between home and school? Why do you think it is better for a school to develop its own report form than to copy the form used by some other school?

### Program Suggestions

A SYMPOSIUM or round table of four or five members could clarify the important aspects of our topic in thirty to forty-five minutes, by discussing the points given above. This would leave ample time for a general (but well-guided) discussion. If Ruth Strang's excellent book, *Reporting to Parents*, is available, the participants could divide among them the fifteen "guideposts to effective reports" given on pages 3-8. The section on conferences with parents, page 32, could also be presented.

Another stimulating symposium could consist of a three-part discussion on how a "well-designed and well-reported" grading system helps (1) the pupil, (2) the parent, and (3) the teacher. Whatever the program, however, it would be a good idea to invite a teacher, a principal, a superintendent, or a school guidance counselor to explain the system of reporting used in the schools of your particular community.

## III. ADOLESCENTS

Directed by Sidonie M. Gruenberg

### • The Struggle for Independence. (See page 19 of this issue.)

#### Comment

THE high tension that so often appears in families during the children's adolescence is a sign of growth. It does not mean that the young people are outgrowing the need for parents but rather that they are reaching toward a new relationship with their families. The revision of old patterns of thought and behavior is not always easy or welcome, even when it promises a better relationship ahead. Our topic this month is charged with emotion for both parent and child. We study group members should make use of it in such a way as to gain from it the strength and enlightenment we need to grow with our growing children toward psychological maturity.

#### Pertinent Points for Discussion

1. Discuss the discipline of the adolescent at home and at school. How can we leave young people free to learn from experience and still protect them from the hurtful consequences of bad mistakes? How can we best help adolescents to achieve self-control and acceptable behavior?

2. What is "acceptable behavior" for adolescents from the point of view of parents? Teachers? Grandparents? Young people themselves? How do the feelings, attitudes, and personal experiences of a parent, a teacher, or some other person in authority color his ideas about the kind of treatment a young person needs? What can we do to give ourselves—and home and school generally—a more objective understanding of adolescents?

3. What are some of the points of conflict between generations? How can such tensions be eased?

4. What steps can we take in a child's preschool and elementary school years that will prepare him in adolescence for the privileges and responsibilities of maturity? What sort of experiences may make it harder for an adolescent to grow up?

5. What can school and community programs do to strengthen family life and promote the wholesome development of adolescent boys and girls?

6. Parents have been blamed for neglecting their children; they have also been blamed, mothers especially, for concentrating too much attention on them. Discuss both these charges. What can we do through the P.T.A. to help parents enjoy their adolescent children and yet develop constructive interests outside the home?

7. Teachers as well as mothers often need help in broadening their interests and emotional lives beyond their relations with their students. How can parents aid them in this respect?

**Films:** A ten-minute sound film showing the importance of individualized instruction in the elementary school (but not otherwise related to this month's topic) is *The Children* (Department of Audio-Visual Education, 15 Ivy Street, New Haven 13, Connecticut).

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Ojemann, Ralph H., and Fatland, Luella. "Parents and Teachers as Partners," September 1945, pp. 20-22. Study course outline, p. 37.

Strang, Ruth. "The Truth About Report Cards," January 1949, pp. 4-6. Study course outline, p. 34.

#### Program Suggestions

THIS article seems tailor made for an informal discussion meeting, in that it challenges the individual parent to engage in a soul-searching scrutiny of himself and his family. Two or three parents, talking it over together, may find themselves "letting down their hair" about problems they had hesitated to discuss before. The values derived from the sharing of experiences can become more meaningful under skilled leadership in a small group. They are, however, difficult to maintain when the discussion is conducted in a large, formal meeting.

Best results can be expected if the talk is, on the whole, kept general—focused on *all of us*, not *you* and *I*. If you invite a guest speaker he will need your cooperation to keep the question period from turning into a psychological clinic. One outcome of the meeting might be to reveal your community's need for expert psychological guidance available to all residents. Write the National Committee for Mental Hygiene, 1790 Broadway, New York 19, for the location of the psychological clinic or counseling agency nearest you.

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Levy, John, and Monroe, Ruth. *The Happy Family*. New York: Knopf, 1938.

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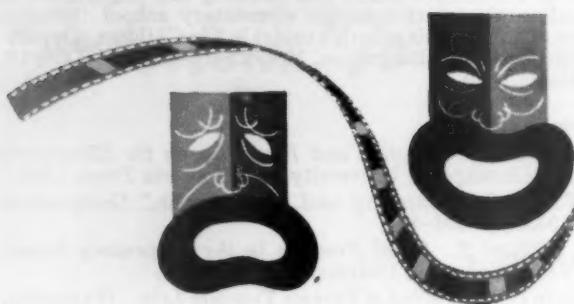
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Robinson, F. P., and Culleton, C. M. "What Do Parents Really Know About Children?" June 1949, pp. 8-10.

(Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.)





## Motion Picture Previews

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

### JUNIOR MATINEE

(From 8 to 14 years)

**Arctic Manhunt**—Universal. Direction, Ewing Scott. A story of theft and just retribution, with most of the action taking place in the frozen North. The suspense of the manhunt; the excitement of hunting for whale and bear; the beautiful scenes of snow and ice, of the intelligent dogs that pull the sleds, and of the people of that vast land filmed in their natural settings—all combine to make excellent entertainment for everyone. Cast: Mikel Conrad, Carol Thurston, Wally Cassell.

Adults	14-18	8-14
Excellent	Excellent	Excellent

**Down Memory Lane**—Eagle-Lion. Direction, Phil Karlson and Mack Sennett. This revival of four of Mack Sennett's old comedies is served up with a little interweaving story of a broadcaster who advertises "Glisten" for the scalp." Bing Crosby's songs put the show over, and W. C. Fields' comedy is certainly worth reviving. Cast: Bing Crosby, W. C. Fields, Donald Novis, Gloria Swanson.

Adults	14-18	8-14
Matter of taste	Yes	Yes

**Oh, You Beautiful Doll**—20th Century-Fox. Direction, John M. Stahl. Reminiscent of the 1920's is this pleasing story of song selling and show business. It offers much in pure entertainment for the entire family, adding music to romance. The



June Haver and Mark Stevens play the romantic leads in the tuneful motion picture, *Oh, You Beautiful Doll*. They are shown here with supporting players S. Z. "Cuddles" Sakall and Charlotte Greenwood.

tale revolves around a composer who is torn between loyalty to serious music and the success that a new era in Tin Pan Alley can bring to his tunes. The film is well directed, and the musical themes are well balanced, changing cleverly from opera scores to light hits of the day. Cast: June Haver, Mark Stevens, S. Z. "Cuddles" Sakall, Charlotte Greenwood.

Adults	14-18	8-14
Entertaining	Yes	Yes

**Savage Splendor**—RKO-Radio. This highly exciting travel film is an authentic record of the Armand Denis-Lewis Cotlow expedition into Africa to bring back animals for zoos. Especially interesting are the scenes of the animals in their native haunts and stalking their prey, and the underwater pictures of the hippopotamus lairs. The sequences showing the fighting animals and their final capture are filled with suspense. There are also interesting technicolor scenes of the native tribes' ceremonials and dances. This is a worth-while film, both educational and entertaining.

Adults	14-18	8-14
Excellent	Excellent	Excellent

### FAMILY

(Suitable for children if accompanied by adults)

**Bride for Sale**—RKO. Direction, William D. Russell. An amusing farce-comedy that falls short of its possibilities as top-drawer entertainment when the action lapses into slapstick, as it frequently does. The plot consists of an executive's efforts to keep his very competent secretary from matrimony when he finds that she prefers marriage to a career and is searching for a desirable husband with money. Cast: Claudette Colbert, Robert Young, George Brent, Max Baer.

Adults	14-18	8-14
Amusing	Amusing	Of no interest

**Pinky**—20th Century-Fox. Direction, Elia Kazan. This simple and sincere drama is based on racial prejudice and social injustice. The action revolves about a plantation house in Alabama and its surrounding Negro settlement. It is the story of a white-skinned Negro girl who has been educated as a nurse in the North, and of her romance with a white doctor. The conflict arises from her humiliation when she returns to Alabama. The film is of unusually high caliber, because of its technical excellence as well as its social and ethical importance. Cast: Jeanne Crain, Ethel Barrymore, Ethel Waters, William Lundigan.

Adults	14-18	8-14
Excellent	Excellent	Mature

**The Red Danube**—MGM. Direction, George Sidney. Laid in Vienna following the war, when the British army of occupation was attempting to cooperate with the Russians, this film relates the tragic plight of the people who were forced to live under Russian rule and of a young girl who preferred death to her fate in the hands of the Russian army. One of the strongest characters is a Catholic nun whose faith enables her to surmount most obstacles. Cast: Walter Pidgeon, Ethel Barrymore, Peter Lawford, Angela Lansbury, Janet Leigh.

Adults	14-18	8-14
Good	Yes	Too mature

**Red Light**—United Artists. Direction, Roy del Ruth. A cleverly told murder mystery emphasizing the law of retribution. Clues to the murderer of a priest are followed up in famous

sections of San Francisco, Los Angeles, and Reno. The acting is excellent, and the suspense is well maintained. Ethically good. Cast: George Raft, Virginia Mayo, Gene Lockhart, Barton MacLane.

Adults	14-18	8-14
Good	Good	Exciting and mature

**She Wore a Yellow Ribbon**—RKO-Radio. Direction, John Ford. This is a semihistorical story of the settling of the West immediately after the death of General Custer and includes a thread of romance. The conflict reaches a climax in a battle between the U.S. cavalry and the Indians. The technicolor photography is of breath-taking beauty and splendor. It is, in fact, the only quality that makes the film worth seeing. Cast: John Wayne, Joanne Dru, John Agar, Ben Johnson, Harry Carey, Jr., Victor McLaglen.

Adults	14-18	8-14
Fair	Good	Of little interest

**Stampede**—Monogram. Direction, Lesley Selander. This melodrama does not follow the usual western pattern but is built around the battle for water between the early cattle men and the new settlers who were given land grants by the government. The filming of a spectacular cattle stampede over a cliff is a remarkable feat of photographic skill. There is the usual amount of brutal shooting. Cast: Rod Cameron, Gale Storm, Johnny Mack Brown, Don Castle.

Adults	14-18	8-14
Fair of type	Good	Doubtful

## ADULT

**Against the Wind**—MGM. Direction, Charles Crichton. A British-made film that seems to be outdated, for its action and suspense are built around espionage by paratroopers behind the German lines in the last war. Slow paced but interesting. Cast: Robert Beatty, Simone Signoret, Jack Warner.

Adults	14-18	8-14
Good of the type	Fair	Complex

**Angels in Disguise**—Monogram. Direction, Jean Yarbrough. In this melodrama two newspaper copy boys turn detectives on their own when they find a pal in the hospital, victim of a would-be assassin's bullet. Some humor is interwoven with the dialogue, and the ethical values are better than in the average gangster film. However, the association of young boys with gangsters, even as self-appointed detectives, is not a desirable method of police procedure. Cast: Leo Gorcey, Huntz Hall, Gabriel Dell, Mickey Knox.

Adults	14-18	8-14
Good of the type	Doubtful	No

**Chicago Deadline**—Paramount. Direction, Lewis Allen. The sordid story of a tough newspaper reporter who follows the clues leading to the murderer of an unknown girl. It includes practically every crime one can imagine, and in the confused plot, interest is sustained by the violence of the action. An unpleasant film, it certainly is not outstanding in any way. Its social value, if any, might lie in the example it makes of a respectable, softhearted girl who becomes involved with undesirable people and loses faith in her fellow man. Not a healthy film for teen-agers. Cast: Alan Ladd, Donna Reed, June Haver, Irene Hervey.

Adults	14-18	8-14
Fair of the type	No	No

**The Doctor and the Girl**—MGM. Direction, Curtis Bernhardt. The plot of this interesting social drama deals with family conflict and the efforts of a son and daughter to escape from the domination of their doctor father. The way the character of the son, a young doctor, develops from that of an egotistical, self-centered boy into that of a mature, socially conscious man offers an excellent example for youth. However, the family conflict and the tragic death of the daughter make the film unsuitable for adolescents. Cast: Glenn Ford, Charles Coburn, Gloria De Haven, Janet Leigh.

Adults	14-18	8-14
Good	Mature	No

**The Great Lover**—Paramount. Direction, Alexander Hall. Bob Hope, as a leader of the Boy Foresters, comes back from a trip abroad with his troop. On board ship he becomes involved with a card shark and murderer, who is apprehended in the nick of time. Bob finally regains his honor and position in the troop. Some scenes are of doubtful ethical merit, and boys' character-building agencies are treated somewhat satirically.

Cast: Bob Hope, Rhonda Flemming, Roland Young, Roland Culve, Richard Lyon.

Adults	14-18	8-14
Matter of taste	Amusing	Possibly

**I Married a Communist**—RKO-Radio. Direction, Robert Stevenson. In a brutal, compelling manner this picture tells of the relentless methods used by the Communist party. Although the particular incidents may be exaggerated, the movie serves as a powerful warning against becoming involved with Communists. It provides convincing and thought-provoking entertainment for adults and mature youth. The locale is San Francisco. Cast: Laraine Day, Robert Ryan, John Agar, Thomas Gomez, Janis Carter.

Adults	14-18	8-14
Good of the type	For mature thinking	No

**Jiggs and Maggie in Jackpot Jitters**—Monogram. Direction, William Beaudine. This is another of the zany comedies in the Jiggs and Maggie series. It concerns Maggie's winning of a jackpot on a radio program and the situations that result. Most of the scenes are very stupid, and there is much loud talking and an unusual amount of noise. Cast: Joe Yule, Renie Riano, George McManus, Tim Ryan.

Adults	14-18	8-14
Boring	Mediocre	Mediocre

**Roseanna McCoy**—RKO-Radio. Direction, Irving Reis. This screen adaptation of the novel by Alberta Hannum has little value as entertainment. It merely tells another chapter in the celebrated feud between the Hatfields and the McCoy's, which is rekindled when Roseanna and John fall in love. The movie is ethically poor and unnecessarily sadistic when it shows a man shooting a child in the back. Photographically beautiful and well acted. Cast: Joan Evans, Farley Granger, Raymond Massey, Charles Bickford, Richard Basehart.

Adults	14-18	8-14
Matter of taste	No	No

**Strange Bargain**—RKO. Direction, Will Price. A good cast is wasted on a would-be mystery story that is at best doubtful entertainment. The ethical values are poor in a plot based on the attempt of a bankrupt man to leave his insurance to his wife and child by committing suicide. The suspense, which does not hold up, points to a friend as his murderer. Cast: Jeffrey Lynn, Martha Scott, Henry Morgan, Katherine Emery.

Adults	14-18	8-14
Poor	No	No

**Thieves' Highway**—20th Century-Fox. Direction, Jules Dassin. Tough, suspenseful melodrama of racketeering, set against the background of the San Francisco wholesale-produce market and telling of the truck drivers who transport fresh produce to the wholesalers. The film gives an insight into their lives, revealing the hard and grueling work of driving a truck night and day and the bargaining with buyers and sellers. Because of the suggestive situations and brutality the film is rated for adults only. Cast: Richard Conte, Valentina Cortesa, Lee J. Cobb, Barbara Lawrence, Jack Oakie.

Adults	14-18	8-14
Good of its type	No	No

**Trapped**—Eagle-Lion. Direction, Richard Fleischer. A melodrama of the counterfeiting racket. Views of the Treasury Building at Washington and the interior of the U.S. mint are authentic and were taken with the special permission of the government. Hence the value of the story. The actors are especially well cast, and the roundup by T-men of a gang of counterfeiters is entertainingly presented. The picture is unsuitable for young people, as it shows too much of the technique used in committing crimes. Cast: Lloyd Bridges, Barbara Payton, John Hoyt, James Todd.

Adults	14-18	8-14
Yes	No	No

**Under Capricorn**—Warner Brothers. Direction, Alfred Hitchcock. Elaborately set and costumed, this melodrama falls far short of the excellence of previous films directed by Alfred Hitchcock. Laid in Australia in 1831 when that country was being settled by convicts from Great Britain, it gets off to a slow start and fails to gather enough dramatic power to build realism into an improbable story. The central characters are a woman dipsomaniac and her husband, who has served a prison term for a murder he did not commit. The climax is obtained not by building up a dramatic scene but by startling the horrified audience with the introduction of a repulsive and gruesome human skull. Cast: Ingrid Bergman, Joseph Cotten, Michael Wilding, Margaret Leighton.

Adults	14-18	8-14
Fair	If interested	No



## Looking into Legislation

SO you have a book! Or perhaps you are one of the lucky ones. Perhaps you and your husband and children can walk or ride a few blocks and avail yourselves of the services of a modern, well-staffed, well-stocked, free public library. You may have to drive into town or to the county seat, but when you get there the librarian will be waiting to help you find just the book, pamphlet, periodical, or visual aid you need. You cannot imagine being without this important cultural resource.

Thirty-five million Americans do not miss the public library because they have never had one. As might be guessed, thirty-two million of these people live on farms or in small villages. Another thirty-five million have only inadequate library facilities. It seems incredible, but it is true that more than 600 of the 3,070 counties in this nation have not a single public library of any kind within their boundaries. It has been estimated that at the present rate of development it will be at least fifty years before library services are made available to all the people. Meantime, what of the children whose eager minds need every opportunity to grow and explore, the youth who should be stimulated to continue their education, the adults who must have adequate sources of information if they are to cope successfully with the ever more complex problems of our day? In a good public library each one satisfies his interest and fires it anew.

As this goes to press the Public Library Service Demonstration Act seems fated to be held over until January for action. Three identical bills, H.R.874 (Madden), H.R.1411 (Patman), and S.130 (Hill, Aiken, Douglas) have been introduced. The two House bills are trapped behind the federal-aid-to-education log jam in the Committee on Education and Labor (Lesinski, chairman). On the other side, S.130 has been reported favorably to the Senate but not voted upon.

THE purpose of this legislation is "to promote the educational development of the nation primarily in rural areas by aiding the states in demonstrating public library service to those people now without it or with inadequate service, and to provide a means by which the values and methods of public library service may be studied and any resulting conclusions reported to the nation."

Latest obtainable figures indicate that only twenty-five states have laws that will permit acceptance of federal funds if the Public Library Service Demonstration Act is passed. States able and wishing to participate in the benefits of the act would submit to the U.S. Commissioner of Education plans for the use of federal funds in demonstration programs. These plans need not be uniform, for each state library agency will devise a plan best suited to the needs of its own state.

Two types of participation are possible. In the first type the demonstrations would be financed from federal funds alone, \$40,000 a year for five years being provided. In the second type an additional sum of from \$40,000 to \$100,000 a year for five years would be provided on a matching basis. No federal funds may be used for the purchase of land or the erection or purchase of any building, and the services provided under the act must be free of charge. Each plan must certify that the state has not reduced the appropriations for the state library or for state aid to public libraries for the fiscal year in which the federal apportionment is to be made. The state library agency will establish policies and methods to be followed, including rules, standards, matching provisions, and qualifications for personnel appointment on a merit basis. Selection of books will be the responsibility of state and local jurisdictions.

For the first year an appropriation up to \$150,000 may be made to enable the Commissioner of Education, in cooperation with state library agencies, to establish institutes or short courses for training personnel for the demonstrations. The act states plainly, however, that the Commissioner shall exercise no authority with respect to the selection, tenure of office, or compensation of any individual employed by the state library agency or the local administering authority.

IT is anticipated that most demonstrations will be on a county or regional basis, with bookmobiles or other types of delivery to carry the service into the rural areas from the central agency. Library demonstrations are not new. Illinois, Missouri, Tennessee, Minnesota, and Louisiana have had successful programs. In Louisiana twenty-one out of twenty-four demonstrations became permanent libraries, supported by local taxes.

Far from stifling local initiative or weakening local control, the act is clearly designed to stimulate state and local interest in improving library services and to promote the creation of local

## Contributors

ALINE B. AUERBACH, an outstanding writer and a member of the Family Counseling Service of the Child Study Association, is also widely in demand as a lecturer and leader of discussion groups. In addition she serves on the editorial board of *Child Study*, the Association's quarterly magazine.

Eminent in several fields, KERMIT EBY is now an associate professor of the social sciences at the University of Chicago. Until recently he was director of education and research for the C.I.O. and before that was a high school principal and a minister of the Church of the Brethren.

CARL N. NEUPERT, M.D., has been Wisconsin's highly capable health officer and the executive secretary of the State Board of Health since 1943. Last May he became chairman of the Committee on Health of the National Congress of Parents and Teachers. A noted public health leader, Dr. Neupert is a member of the executive committee of the National Commission on Children and Youth.

BONARO W. OVERSTREET's busy round of writing, lecturing, and adult education classes constantly enlarges her already nation-wide circle of friends and admirers. At the present time she is engaged in expanding her current series, "Man Against Fear," into book form.

BLANCHE B. PAULSON, gifted coordinator of the division of guidance and counseling in the Chicago Public Schools, recently rewrote the psychological materials for a city-wide high school course in self-appraisal and careers. The resulting six pamphlets include such attractive titles as *The Magic of the Mind* and *World of My Making*.

HELEN ROSS, whose pioneering work in her field has brought her recognition here and abroad, holds the responsible position of administrative director of the Institute for Psychoanalysis in Chicago. Besides lecturing at the University of Chicago, Miss Ross serves as consultant to numerous social agencies in the Midwest.

This month's "P.T.A. Frontier" was prepared by Mrs. R. W. Niemi, president, Mrs. Fred Barton, Jr., and Mrs. J. P. Henthorne, all of the Sheridan P.T.A., San Francisco; and by Mrs. G. W. Luhr, president, California Congress.

jurisdictions to control and supply these services. The American Library Association has developed excellent material to assist public library demonstration planners not only in selecting demonstration areas but also in planning the demonstration after the location is determined. Some general objectives for planning and carrying out the project are listed as follows: (1) to have each demonstration correct a major deficiency in the public library services of the state; (2) to define a specific and limited goal for each demonstration within a definite time; (3) to have each demonstration influence the development of library services throughout the state; (4) to choose areas where there is every likelihood of continuance; (5) to prevent any drop in the quality or quantity of library service after the demonstration period ends; and (6) to plan for an annual check on progress, with an evaluation of results.

If these suggestions are followed, each demonstration, whether it is a new library or the expansion of a formerly inadequate service, will be a real community effort—the best assurance that the library will achieve permanent status after the demonstration period is over. Once communities have enjoyed the benefits of good library service and have learned at what small cost these advantages can be maintained, they are usually ready to make provision for local support.

Please discuss this important legislation with your friends, your neighbors, and your congressmen! Your state librarian will be more than glad to supply facts and figures about the quality of library service being offered in your own state.

—ETHEL G. BROWN